

Catholic School Journal

A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL: TWELVE; Number Seven

MILWAUKEE, DECEMBER, 1912

PRICE, \$1.50 PER YEAR, OR
\$1.—IF PAID IN ADVANCE.

☞ Best wishes to all for a holy and a happy Christmas!

☞ Education is not merely a preparation for life; it is the shaping, the molding, the making of life. The teacher is not a trainer; he is a creator.

☞ Religion is a union of the soul with God. It is well for us to keep this fact before our minds, especially in these days when so many persons seem to think that religion consists solely in the work of social uplift. "These things, you should have done."

☞ Would we learn how to reprove effectively yet kindly? Let us read the epistles of St. Paul. The great Apostles to the Gentiles does not mince matters in his utterances to the Corinthians, but at the same time he writes the words of comfort and judicious praise that prevent discouragement or antagonism.

☞ Most bodily needs remain insistent independently of climate and temperature. One of these is the need of fresh air. In winter time or any other time successful classroom work is conditioned largely on the quantity and quality of the ozone supply.

☞ We are doing less than half our work as teachers if we neglect to impart the art of study. Young minds must be trained, by incessant practice, to think logically, to group thoughts according to thought relations, to grasp the connection that exists among all branches of study and all phases of life.

☞ The Christmas season offers splendid opportunities for inculcating devotion to the Holy Infancy of Our Savior and the Maternity of Mary.

☞ The Christmas vacation is fairly brief; still there may be enough leisure in it for us to read that one book we have been determined to read, or to re-read, that book which made so deep an impression on us years and years ago. Let us try.

☞ We read much these days concerning what our learned friends call "psychic infection." There is a deep meaning underlying the term. Mental microbes do more harm than the most venomous bodily microbes. It is the duty of the teacher to know and to employ psychic disinfectants.

☞ Instead of using a French-English dictionary in our reading of French, even when we are relatively beginners, why not depend almost entirely on the French dictionary alone? The habit conduces to the desired facility of thinking in the less familiar tongue.

☞ Children's playgrounds are all right in their way, but their results are too often neutralized by the officiousness of playground directors. The child that cannot play without being shown how is manifestly abnormal. The ideal playground director is the man or the woman who knows enough not to interfere with children's games.

☞ Of all the gifts made and received at this time of the year, how many have any direct significance as Christmas gifts? Religion ought to wield an influence on the laudable habit of gift giving.

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

life. The merely witty teacher is a menace and a pest; the humorous teacher is a palpable blessing.

☞ **Christmas Devotions.**—The teaching of religion is much more than mere mental training, involves much more than an intellectual appeal. While religion is more than a mere emotion, it has a considerable emotional element, and we are not true to our professional duties if we fail to make of our religious teaching something that appeals to the heart as well as to the head. In all classes and at all times this holds true; but it applies with special force to the grammar grades and to the blessed season of Christmas.

The Christmas season offers an opportunity of broadening and deepening the love of God in the hearts of our children. The mysteries of the Holy Infancy have inspired some of the greatest poets and painters the world has known; they have, too—though in a less obvious way—profoundly affected every man and woman who, with God's help, has persevered in the practice of the Christian life. In our class reflections and in our more formal instructions, we have opportunities of implanting in young hearts a deep personal love of the Christ Child, a love which is none other than the supreme virtue of charity.

The future of the Church in this country, we are repeatedly told, depends in great measure on the work of our Catholic schools. Now, that work ought to concern itself with true and vital character formation; and character formation is as much a thing of emotional development as of intellectual training. It was Erasmus who said, not with very much exaggeration, that the average man has a pound of emotion to every ounce of reason. We know from our own personal experience that emotion sways us as much—and sometimes appreciably more—than reason. Hence, while in our teaching we should not neglect formal, doctrinal instruction, we fall lamentably short of our obligations if we do not reinforce our lessons with a strong, convincing emotional appeal.

☞ **Gift Books.**—Should we have any influence with parents—and a measure of such influence ought to be ours—let us by all means use it to prevail upon kindly disposed but misinformed men and women not to accentuate the "popular" juvenile story when making out their lists of prospective presents for the young people. Novels wherein boys make aeroplanes or hunt big game in Africa or take impossible part in the Boxer rebellion; wherein girls make fudge in their rooms at boarding school or play Juliet at amateur theatricals to the wonderment of all or devote their vacation days to making socks and handkerchiefs for the dear heathen in Zululand, are books hardly worth the paper on which they are printed. They are simply harmless trash.

The common belief that the great books of the world—or at least a large proportion of them—are not suited to the youthful mind, is a serious error. There is no legitimate reason why eleven year old Jane and her twin brother Henry should not become as deeply interested in the Iliad as in "Dotty Dimple's Flyaway." I know a boy who read Shakespeare's "Hamlet" before he was twelve

and even earlier had conceived a thoroughly boyish admiration for Hotspur in the First Part of "King Henry Fourth"; and he is not an infant phenomenon, either. It is true that he does not get everything out of "Hamlet" that a German critic gets out of it; but he does secure enjoyment, an unconscious absorption of style, a contact more or less intimate with a master mind.

The quality of retention possessed by the youthful mind is generally recognized. Why not, then, give the young mind something worth retaining?

A Life With a Lesson.—The eminent Shakespearean critic and commentator, H. H. Furness, is dead. Many of us, it is safe to assume, are familiar with his eminently helpful Variorum Shakespeare, in which he has gathered together in convenient form the best critical comments made by European and American scholars and has given the various readings suggested by specialists as emendations of difficult texts. It was work, was that Variorum edition—work hard and dry and tedious; work of such magnitude that the very conception of it would almost daunt a stout-hearted man. But day after day, year in and year out—working often ten hours at a stretch—Furness devoted himself to his self-imposed task.

His industry makes him a worthy model for the teacher. But more even than his industry was his spirit worthy of emulation. For Furness was not vanquished by his work; his mind was ever fresh and vigorous, and his soul was filled with sunshine even to the end. He was respected as a scholar, but he was loved as a man.

Troubles and trials were his, too. Family afflictions affected him deeply, but they failed to make of him a pessimist or a misanthrope. Total deafness came to him, but did not destroy his zest for living or his enjoyment of social pleasure. We are told that in gatherings of the Philadelphia literary elite, the silver ear-trumpet of Furness was like the standard that waved the conversational forces hither and yon as the great Shakespearean's mind directed. His life was an exemplification of the words of the bard he knew so well:

"Nor stony towers, nor walls of beaten brass,
Nor airless dungeon, nor strong links of iron,
Can be retentive to the strength of spirit."

Helping the Deaf.—The mention of Furness's deafness suggests something that has been hanging fire in these columns for several months and that recently received sanction in an article in the *Atlantic Monthly*. In most large communities there is at least one member who is more or less hard of hearing. We younger people can make life more pleasant for our colleagues so afflicted by doing two simple things: First, articulate distinctly; and, secondly, speak in an even pitch and tone of voice. Every partly deaf person will tell you that there are some speakers whom he can hear with practically no difficulty, while others—even though they shout—fail to make themselves intelligibly audible. There is a reason, of course. And, couched in untechnical language, the reason is this: As the eye has to focus on an object, so the ear has to focus on a sound. When the organ of hearing is defective, this focusing process is attended with special difficulties, chiefly lack of speed in adaptability and considerable limitation of range. Numerous sound vibrations fail to find a response in the defective ear, and accordingly are lost; others irritate and confuse.

Practical Letter Writing.—A teacher who uses her head and believes in sprinkling the imp of tedium with the holy water of judicious novelty has hit upon a happy device in composition work. From a daily newspaper she clipped a collection of the classified advertisements, handed one to each pupil and requested letters to be written by the make-believe applicants for positions. In due time the letters, complete in everything save the stamp, were deposited in the "post office"—that is, the teacher's desk. A few days after, the "post mistress" had the mail assorted; in one pile were the letters written well enough to impress the ordinary recipient; in the other were the rejected applications—rejected because the letters gave evidence of carelessness. Then were read a few letters from each group, the reading supplemented by brief comments of a constructive character. Next week the pupils are to have another opportunity of applying for positions—they find the game fascinating—and it is certain that every little applicant is going to do his best to get his letter into the bundle marked "accepted."

The First Umbrella.—Ever so many years ago I saw in a magazine a picture of the man who invented and first used that handy implement of warfare offensive and defensive, the umbrella. The scene was a London street. The rain, heavy and manifestly chilling, was swirling heavily around a corner and dripping disconsolately from eaves and penthouses. And, in the middle of the street, calm and smiling and gloriously dry, walked the man with the umbrella. Stangers-by forgot the rain to stare and jeer and tap their foreheads. But the spectators were getting a sound drenching, while the man with the umbrella went happily and comfortably on.

The picture certainly conveys a moral. That moral—so obvious that I shall not affront the intelligence of my readers by indicating either its nature or its scope—has a special application to both community life and the work of the school. Perhaps the man with the umbrella might furnish some of us food for thought and matter for discussion during part of the Christmas holidays; and perhaps—who knows?—he may have some influence on those New Year resolutions of ours.

Another "Practical" Theory.—At the Irving High School, according to an article in a recent number of *The World's Work*, classes in English study their literature from current magazines instead of from the books styled by common consent the English classics. One of the teachers thus explains herself:

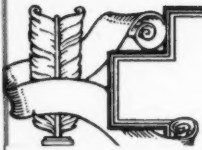
"I have taught the same English so many times that to me it is a dead language. I know that I can't keep up much longer the deception that DeQuincey, Pope and Addison are the best literary diet for these girls. . . . I know that the dear youngsters simulate an interest, but it is from politeness and from the hope that sometime an advantage of analyzing these moth-eaten worthies will appear. Poor children, they'll never read another line of any of these authors, or ever want to. If they ever write like Addison no one but an English teacher will read it."

This ingenuous declaration of incompetency on the part of a teacher of English makes interesting reading. The point of view of the writer—which we have no hesitation in pronouncing a hopelessly vicious point of view—is based on two things: First, the belief that the English classes cannot be made genuinely interesting to the average class; secondly, that as models of English, Addison et al. are not of service to prospective magazine writers.

So far as the plea of lack of interest is concerned, it is obviously the teacher's own fault. Unquestionably, in her own reading she prefers Robert Chambers to Thackeray and Walt Mason to Richard Crashaw; Robert Herrick of Chicago means more to her than Robert Herrick of the "tribe of Ben." It is safe to say that such a teacher has yet to learn what literary interest and literary study really mean. Herself the victim of the system of "college entrance requirements" with its set examinations touching on every phase of a book but the one phase that really matters, she did her preparatory work bereft of interest and now can awaken no interest in the pupils she is supposed to teach, for the excellent reason that she herself lacks what is called the feeling for literature. A live, ripe teacher can enthuse a wooden Indian.

Her second objection to the English classics is based on the shallow view that the only purpose of their study is to develop style in prospective writers. She accordingly sneers at Addison and is guilty of a solecism as she sneers. Had she herself studied Addison—even from the narrow point of view of learning how to write—she would never have perpetrated that last sentence quoted.

The current magazines unquestionably have their place in the reading of high school youths, but that place, as a rule, is not the classroom. Many of the magazines are excellently written, but their very nature makes them frothy, flashy and evanescent. There inheres in them no element of permanence. So the English classics are rightly insisted upon because the English classics have big thoughts adequately expressed and because they reach down into the very stuff that life is made of. A four years' course in English devoted exclusively or even largely to magazines would produce another interesting variety of the spineless generation—a mob of intellectual snobs incapable of serious and consecutive thought and possessed of the intellectual vigor of a sun-baked jellyfish.



The Teachers' E

Some Topics of Tim

JESUS THE MODEL OF PURITY

A Christmas Talk To The Class

By Very Rev. A. A. Lings, New York.

God, my children, is sanctity itself. Whatever is the purest and noblest is in comparison to His splendor as insignificant as the shadow is to the light of the sun. The bright angels and the purified saints feel the splendor and immensity of God so much that their continual song is "Holy, holy, holy is the Lord our God. The heavens and the earth are full of His glory."

Jesus Christ, the only Son of God the Father, is perfectly equal to Him in sanctity, only He lowered Himself to become man and to expiate our sins; He too must be pure and free from sin as regards His body. He knew sin only as far as He wished to atone for it. When the Jews were persecuting Him and accusing Him, He could frankly ask them, "Which of you can convict Me of sin?" At your age, my dear children, the good Infant Jesus hid his inimitable sanctity in the holy house of Nazareth and under a humble exterior. We know from the few words of the Gospel that all were struck with the growth of this Youth in the wisdom of God. Yes, indeed, this Child was the object of the happiness of God the Father; He was the Temple of the Holy Trinity in its literal sense. All who came in contact with Him no doubt felt themselves purified by His presence; they felt that they were so inferior to this Child in sanctity they naturally searched their hearts to find their defects and so to correct themselves.

Jesus in His childhood had none of the defects of which youth in general is guilty; nothing of that pride or sensuality so often seen in young men; no caprices or stubbornness; no seeking for comfort or satisfaction of the appetites; He never got angry and played cruel tricks. The sanctity of Christ at this time of His life must have shone forth so distinctly and at the same time so indescribably that all would be struck by it and still would not be able to say that it made Him singular; He was indeed the most beautiful of the children of men. His forehead shines with a bright halo, His eyes, habitually cast down in modesty, frequently light up with a supernatural brightness and kindness. About His lips plays a smile which at once consoles and attracts. His clothes are simple, but neat and becoming; everything about this holy Youth inspires the love of virtue and all become better for being near Him. This very goodness and graciousness will be apparent also in those young people who try to imitate Our Lord in His youth: for that holy example will show itself in their every act.

Once a pious youth having served at the altar, and his clothes smelling of incense, said to his mother, "Do I not smell as if I had been with the good God?" That is what we understand when we hear that people are the odor of Jesus Christ; it issues from the heart of a well-disposed Christian, and its edifying effect spreads among those who come in contact with it.

Confide the precious treasure of innocence to the Child Jesus and co-operate with the grace given you to preserve it from all profanation. Hide, as did your Child-Master, your sanctity in the interior of your house, in the house of God; do not expose it to the chance of being damaged by the devil or the evil example of wicked world. Open not your eyes to the vanities of the world nor to the scandals in it. Forget not that you are continually under the eye of God; often call on Him to assist you in this struggle. Your body and your soul belong to God, because they have been consecrated to Him in baptism: let no one claim anything of God's property; you are more precious and more holy than the golden vessels of the altar which only the priest should touch.

According to the example of the Child Jesus remain always under the guardianship of Mary immaculate and of St. Joseph the father and protector of virgins. Be one of

those who belong to the ranks of the pure, virginal Christian youth. How beautiful is the chaste generation of hearts where virtue reigns; that virtue is undying, God preserves it, the angels venerate it, and man is justly proud of it.

That beautiful virtue of purity finds a congenial soil in the deep valley of retirement; there it grows under the helping grace of heaven; some time it will be transplanted to the garden of God in paradise, where it will flourish for all eternity. The Child Jesus is the immaculate lily, and He invites us to love that spot where the lilies grow, for He tells us that He rejoices to walk among the lilies. You will be received under His white banner only if you are dressed in purest white, for you have preserved your innocence. Purity is then a most inestimable treasure. When a good Catholic youth is pure, Jesus Christ wants that youth for His friend and companion. Once when St. Stanislaus Koska was lying on his sick-bed Mary brought her divine Son, as a little child, and placed Him in his arms, and Jesus was glad to remain an instant on the bosom of this saint. Our Lord fills with generous gifts of grace that young person who is in a state of grace and destines him for great things to His honor in this world. Even the wickedest worldlings are forced to acknowledge that the young man who can preserve his purity is an excellent young man and there is nothing in all the gay world to compare with him. This is certain, that a youth who reaches twenty or twenty-one and has not lost his purity is the most generous, the best, the most attractive, the most amiable person. The Church does not hesitate to say that a young man who is virtuous is an angel. In pictures we see a lily in the hands of St. Stanislaus, John Berchmans, and Aloysius Gonzaga, and these the Church calls angelic youths. But if the lily is the most beautiful of flowers, it is also the most delicate one. In order to bring it to its greatest glory it must be looked after carefully and be preserved from every rough treatment, away from the high-road and dust; it grows best far from the high-road, near, the borders of a stream, surrounded by thorns. Your soul, my dear children, ornamented with purity and holiness by Baptism, needs just as much care as a beautiful lily. Keep your soul constantly in the presence of God by fervent prayer: then she will be out of reach of the mud of the highway. Shut your eyes to all evil curiosity: guard your looks. Many is the youth that has fallen from grace by careless looks.

Abhor all intimacy that leads to sin, every evil word, or word of double meaning. St. Stanislaus actually fainted when an impure word was uttered in his presence. When St. Berchmans came among his companions, they said at once, "Here is the angel," and their conversation, if bad, was dropped at once. All the young saints of whom we know confided their purity to the Blessed Virgin by frequent communions. In the Holy Eucharist are found all the means to defend our soul against every temptation; it is the bread of angels and the wine that begets virgins.

You certainly wish to be pure, my dear children; go then frequently to the banquet of the angels; you will obtain your wish to remain pure, to hate impurity, and to fly every occasion of a temptation.

A CHRISTMAS PLAY FOR CHILDREN.

Adaptation of Longfellow's "Golden Legend," with a Shepherd's Scene. (Florence Thomson, in "Leader.")

Mary:—Along the Garden walk, and thence
Through the wicket in the garden fence,

I steal with quiet pace,
My picher at the well to fill,
That lies so deep and cool and still

and even earlier had conceived a thoroughly boyish admiration for Hotspur in the First Part of "King Henry Fourth"; and he is not an infant phenomenon, either. It is true that he does not get everything out of "Hamlet" that a German critic gets out of it; but he does secure enjoyment, an unconscious absorption of style, a contact more or less intimate with a master mind.

The quality of retention possessed by the youthful mind is generally recognized. Why not, then, give the young mind something worth retaining?

✍ **A Life With a Lesson.**—The eminent Shakespearean critic and commentator, H. H. Furness, is dead. Many of us, it is safe to assume, are familiar with his eminently helpful Variorum Shakespeare, in which he has gathered together in convenient form the best critical comments made by European and American scholars and has given the various readings suggested by specialists as emendations of difficult texts. It was work, was that Variorum edition—work hard and dry and tedious; work of such magnitude that the very conception of it would almost daunt a stout-hearted man. But day after day, year in and year out—working often ten hours at a stretch—Furness devoted himself to his self-imposed task.

His industry makes him a worthy model for the teacher. But more even than his industry was his spirit worthy of emulation. For Furness was not vanquished by his work; his mind was ever fresh and vigorous, and his soul was filled with sunshine even to the end. He was respected as a scholar, but he was loved as a man.

Troubles and trials were his, too. Family afflictions affected him deeply, but they failed to make of him a pessimist or a misanthrope. Total deafness came to him, but did not destroy his zest for living or his enjoyment of social pleasure. We are told that in gatherings of the Philadelphia literary elite, the silver ear-trumpet of Furness was like the standard that waved the conversational forces hither and yon as the great Shakespearean's mind directed. His life was an exemplification of the words of the bard he knew so well:

"Nor stony towers, nor walls of beaten brass,
Nor airless dungeon, nor strong links of iron,
Can be retentive to the strength of spirit."

✍ **Helping the Deaf.**—The mention of Furness's deafness suggests something that has been hanging fire in these columns for several months and that recently received sanction in an article in the Atlantic Monthly. In most large communities there is at least one member who is more or less hard of hearing. We younger people can make life more pleasant for our colleagues so afflicted by doing two simple things: First, articulate distinctly; and, secondly, speak in an even pitch and tone of voice. Every partly deaf person will tell you that there are some speakers whom he can hear with practically no difficulty, while others—even though they shout—fail to make themselves intelligibly audible. There is a reason, of course. And, couched in untechnical language, the reason is this: As the eye has to focus on an object, so the ear has to focus on a sound. When the organ of hearing is defective, this focusing process is attended with special difficulties, chiefly lack of speed in adaptability and considerable limitation of range. Numerous sound vibrations fail to find a response in the defective ear, and accordingly are lost; others irritate and confuse.

✍ **Practical Letter Writing.**—A teacher who uses her head and believes in sprinkling the imp of tedium with the holy water of judicious novelty has hit upon a happy device in composition work. From a daily newspaper she clipped a collection of the classified advertisements, handed one to each pupil and requested letters to be written by the make-believe applicants for positions. In due time the letters, complete in everything save the stamp, were deposited in the "post office"—that is, the teacher's desk. A few days after, the "post mistress" had the mail assorted; in one pile were the letters written well enough to impress the ordinary recipient; in the other were the rejected applications—rejected because the letters gave evidence of carelessness. Then were read a few letters from each group, the reading supplemented by brief comments of a constructive character. Next week the pupils are to have another opportunity of applying for positions—they find the game fascinating—and it is certain that every little applicant is going to do his best to get his letter into the bundle marked "accepted."

✍ **The First Umbrella.**—Ever so many years ago I saw in a magazine a picture of the man who invented and first used that handy implement of warfare offensive and defensive, the umbrella. The scene was a London street. The rain, heavy and manifestly chilling, was swirling heavily around a corner and dripping disconsolately from eaves and penthouses. And, in the middle of the street, calm and smiling and gloriously dry, walked the man with the umbrella. Standers-by forgot the rain to stare and jeer and tap their foreheads. But the spectators were getting a sound drenching, while the man with the umbrella went happily and comfortably on.

The picture certainly conveys a moral. That moral—so obvious that I shall not affront the intelligence of my readers by indicating either its nature or its scope—has a special application to both community life and the work of the school. Perhaps the man with the umbrella might furnish some of us food for thought and matter for discussion during part of the Christmas holidays; and perhaps—who knows?—he may have some influence on those New Year resolutions of ours.

✍ **Another "Practical" Theory.**—At the Irving High School, according to an article in a recent number of The World's Work, classes in English study their literature from current magazines instead of from the books styled by common consent the English classics. One of the teachers thus explains herself:

"I have taught the same English so many times that to me it is a dead language. I know that I can't keep up much longer the deception that DeQuincey, Pope and Addison are the best literary diet for these girls. . . . I know that the dear youngsters simulate an interest, but it is from politeness and from the hope that sometime an advantage of analyzing these moth-eaten worthies will appear. Poor children, they'll never read another line of any of these authors, or ever want to. If they ever write like Addison no one but an English teacher will read it."

This ingenuous declaration of incompetency on the part of a teacher of English makes interesting reading. The point of view of the writer—which we have no hesitation in pronouncing a hopelessly vicious point of view—is based on two things: First, the belief that the English classes cannot be made genuinely interesting to the average class; secondly, that as models of English, Addison et al. are not of service to prospective magazine writers.

So far as the plea of lack of interest is concerned, it is obviously the teacher's own fault. Unquestionably, in her own reading she prefers Robert Chambers to Thackeray and Walt Mason to Richard Crashaw; Robert Herrick of Chicago means more to her than Robert Herrick of the "tribe of Ben." It is safe to say that such a teacher has yet to learn what literary interest and literary study really mean. Herself the victim of the system of "college entrance requirements" with its set examinations touching on every phase of a book but the one phase that really matters, she did her preparatory work bereft of interest and now can awaken no interest in the pupils she is supposed to teach, for the excellent reason that she herself lacks what is called the feeling for literature. A live, ripe teacher can enthuse a wooden Indian.

Her second objection to the English classics is based on the shallow view that the only purpose of their study is to develop style in prospective writers. She accordingly sneers at Addison and is guilty of a solecism as she sneers. Had she herself studied Addison—even from the narrow point of view of learning how to write—she would never have perpetrated that last sentence quoted.

The current magazines unquestionably have their place in the reading of high school youths, but that place, as a rule, is not the classroom. Many of the magazines are excellently written, but their very nature makes them frothy, flashy and evanescent. There inheres in them no element of permanence. So the English classics are rightly insisted upon because the English classics have big thoughts adequately expressed and because they reach down into the very stuff that life is made of. A four years' course in English devoted exclusively or even largely to magazines would produce another interesting variety of the spineless generation—a mob of intellectual snobs incapable of serious and consecutive thought and possessed of the intellectual vigor of a sun-baked jellyfish.

JESUS THE MODEL OF PURITY

A Christmas Talk To The Class

By Very Rev. A. A. Lings, New York.

God, my children, is sanctity itself. Whatever is the purest and noblest is in comparison to His splendor as insignificant as the shadow is to the light of the sun. The bright angels and the purified saints feel the splendor and immensity of God so much that their continual song is "Holy, holy, holy is the Lord our God. The heavens and the earth are full of His glory."

Jesus Christ, the only Son of God the Father, is perfectly equal to Him in sanctity, only He lowered Himself to become man and to expiate our sins; He too must be pure and free from sin as regards His body. He knew sin only as far as He wished to atone for it. When the Jews were persecuting Him and accusing Him, He could frankly ask them, "Which of you can convict Me of sin?" At your age, my dear children, the good Infant Jesus hid his inimitable sanctity in the holy house of Nazareth and under a humble exterior. We know from the few words of the Gospel that all were struck with the growth of this Youth in the wisdom of God. Yes, indeed, this Child was the object of the happiness of God the Father; He was the Temple of the Holy Trinity in its literal sense. All who came in contact with Him no doubt felt themselves purified by His presence; they felt that they were so inferior to this Child in sanctity they naturally searched their hearts to find their defects and so to correct themselves.

Jesus in His childhood had none of the defects of which youth in general is guilty; nothing of that pride or sensuality so often seen in young men; no caprices or stubbornness; no seeking for comfort or satisfaction of the appetites; He never got angry and played cruel tricks. The sanctity of Christ at this time of His life must have shone forth so distinctly and at the same time so indescribably that all would be struck by it and still would not be able to say that it made Him singular; He was indeed the most beautiful of the children of men. His forehead shines with a bright halo, His eyes, habitually cast down in modesty, frequently light up with a supernatural brightness and kindness. About His lips plays a smile which at once consoles and attracts. His clothes are simple, but neat and becoming; everything about this holy Youth inspires the love of virtue and all become better for being near Him. This very goodness and graciousness will be apparent also in those young people who try to imitate Our Lord in His youth: for that holy example will show itself in their every act.

Once a pious youth having served at the altar, and his clothes smelling of incense, said to his mother, "Do I not smell as if I had been with the good God?" That is what we understand when we hear that people are the odor of Jesus Christ; it issues from the heart of a well-disposed Christian, and its edifying effect spreads among those who come in contact with it.

Confide the precious treasure of innocence to the Child Jesus and co-operate with the grace given you to preserve it from all profanation. Hide, as did your Child-Master, your sanctity in the interior of your house, in the house of God; do not expose it to the chance of being damaged by the devil or the evil example of wicked world. Open not your eyes to the vanities of the world nor to the scandals in it. Forget not that you are continually under the eye of God; often call on Him to assist you in this struggle. Your body and your soul belong to God, because they have been consecrated to Him in baptism: let no one claim anything of God's property; you are more precious and more holy than the golden vessels of the altar which only the priest should touch.

According to the example of the Child Jesus remain always under the guardianship of Mary immaculate and of St. Joseph the father and protector of virgins. Be one of

those who belong to the ranks of the pure, virginal Christian youth. How beautiful is the chaste generation of hearts where virtue reigns; that virtue is undying, God preserves it, the angels venerate it, and man is justly proud of it.

That beautiful virtue of purity finds a congenial soil in the deep valley of retirement; there it grows under the helping grace of heaven; some time it will be transplanted to the garden of God in paradise, where it will flourish for all eternity. The Child Jesus is the immaculate lily, and He invites us to love that spot where the lilies grow, for He tells us that He rejoices to walk among the lilies. You will be received under His white banner only if you are dressed in purest white, for you have preserved your innocence. Purity is then a most inestimable treasure. When a good Catholic youth is pure, Jesus Christ wants that youth for His friend and companion. Once when St. Stanislaus Koska was lying on his sick-bed Mary brought her divine Son, as a little child, and placed Him in his arms, and Jesus was glad to remain an instant on the bosom of this saint. Our Lord fills with generous gifts of grace that young person who is in a state of grace and destines him for great things to His honor in this world. Even the wickedest worldlings are forced to acknowledge that the young man who can preserve his purity is an excellent young man and there is nothing in all the gay world to compare with him. This is certain, that a youth who reaches twenty or twenty-one and has not lost his purity is the most generous, the best, the most attractive, the most amiable person. The Church does not hesitate to say that a young man who is virtuous is an angel. In pictures we see a lily in the hands of St. Stanislaus, John Berchmans, and Aloysius Gonzaga, and these the Church calls angelic youths. But if the lily is the most beautiful of flowers, it is also the most delicate one. In order to bring it to its greatest glory it must be looked after carefully and be preserved from every rough treatment, away from the high-road and dust; it grows best far from the high-road, near, the borders of a stream, surrounded by thorns. Your soul, my dear children, ornamented with purity and holiness by Baptism, needs just as much care as a beautiful lily. Keep your soul constantly in the presence of God by fervent prayer: then she will be out of reach of the mud of the highway. Shut your eyes to all evil curiosity: guard your looks. Many is the youth that has fallen from grace by careless looks.

Abhor all intimacy that leads to sin, every evil word, or word of double meaning. St. Stanislaus actually fainted when an impure word was uttered in his presence. When St. Berchmans came among his companions, they said at once, "Here is the angel," and their conversation, if bad, was dropped at once. All the young saints of whom we know confided their purity to the Blessed Virgin by frequent communions. In the Holy Eucharist are found all the means to defend our soul against every temptation; it is the bread of angels and the wine that begets virgins.

You certainly wish to be pure, my dear children; go then frequently to the banquet of the angels; you will obtain your wish to remain pure, to hate impurity, and to fly every occasion of a temptation.

A CHRISTMAS PLAY FOR CHILDREN.

Adaptation of Longfellow's "Golden Legend," with a Shepherd's Scene. (Florence Thomson, in "Leader.")

Mary:—Along the Garden walk, and thence
Through the wicket in the garden fence,

I steal with quiet pace,
My pitcher at the well to fill,
That lies so deep and cool and still

In this sequestered place.
These laurel-trees keep guard around;
I see no face, I hear no sound,
Save bubblings of the spring,
And my companions who, within,
The threads of gold and scarlet spin,
And at their labor sing.

Gabriel (hidden):—Hail, Virgin Mary, full of Grace!
Mary:—Who is it speaketh in this place
With such a gentle voice?

Gabriel:—The Lord of heaven is with thee now,
Blessed among all women thou,
Who art His holy choice!

Mary:—What can this mean? no one is near,
And yet such sacred words I hear,
I almost fear to stay.

Gabriel (appearing, and kneeling before Mary):—
Fear not, O Mary! but believe!
For thou, a Virgin, shalt conceive
A child this very day.

Fear not, O Mary! from the sky
The majesty of the Most High
Shall overshadow thee!

Mary:—Behold the handmaid of the Lord!
According to thy holy word,
So be it unto me!

(Curtain.)

(Singing of an Ave Maria behind the scenes.)

SHEPHERD'S SCENE.—PART I.

(Two shepherds, seated near their flocks on the hills of Bethlehem.)

Old Shepherd:—This wind doth blow through garments thin;

But we are used to each rebuff.

I pity those refused the inn,

Tho' worn with travel o'er roads so rough!

2nd Shepherd:—'Tis so decreed; and well 'tis known
That all derived from David's race
Must be enrolled in Beth'lem-town.

Youngest Shepherd (entering):—I led my sheep a lively
pace,

And talked awhile with Benoni.

Old Shepherd (interrupting):—He ne'er has lacked in
courtesy.

Youngest Shepherd:—He said his father turned away

A man and maid of Nazareth;

And he in pity went straightway

To seek them near the well, Gareth.

2nd Shepherd:—Fatigued, no doubt, from journey long.

Youngest Shepherd:—The man was brave, and seemed
to be

A prophet, viewing clear and strong

Some vision bright, some mystery.

Old Shepherd:—Once I beheld a prophet old,

Who serves Jerus'lem's temple fair:

To him, in dream, this was foretold—

"Tho' dim thine eyes and gray thy hair,

Thy promised Lord, thou'lt see and hold."

This solaced him, 'mid ev'ry care.

2nd Shepherd:—Could we but see Emmanuel!

Youngest Shepherd (continuing):—This man and maid

whom Benoni

Received with joy beside the well,

Then followed him, so thankfully,

To shelter deep within a cave.

Old Shepherd:—His father's gentle ox and sheep

Find refuge there, when storms do rave.

Youngest Shepherd:—Ah! Benoni will ever keep

The thought of that most holy pair.

The blessed maid then placed her veil

In benediction on his hair;

Her words were sweet: "Benoni, hail!

Be like thy shep, so meek and mild,

Be faithful to a higher voice;

Await Emmanuel, the child

Who comes to make all men rejoice."

2nd Shepherd:—A wonder here! she knew his name!

Old Shepherd:—A prophet's speech! I have no doubt.

2nd Shepherd:—I fain would serve the beauteous dame;

My whitest lamb I would seek out

To bring to her full graciously,

A tribute to her purity.

(As the older shepherds fall asleep, the third one keeps guard standing. Suddenly, the curtains at the back of the

stage are drawn and reveal high up, a choir of angels, the foremost of whom says:—

His mother and him on the straw.

The hosts of Heav'n and Joseph keep

A peaceful vigil. Winds so raw

And cold now chill each tiny limb;

Oh! comfort Him! then watch and pray

With loving hearts, while offering Him

Your simple tribute. Far away

The angels sing His glorious birth:

"All praise to God, good will on earth."

(Meanwhile the shepherds, aroused, kneel in astonishment. The angel-choir then sings the first part of the Gloria in Excelsis and disappears.)

2nd Shepherd (after a pause):—Such song! such light!
Was this a dream?

Old Shepherd (rising):—'Tis true what all the prophets
told—

This Child of grace will soon redeem Mankind!

Youngest Shepherd (rising):—Our Lord we shall
behold!

2nd Shepherd (rising and walking off):—Let's haste
away to Beth'lem town,

For surely we should heed that voice.

Old Shepherd:—This night the Heavens rained down
The Just, Emmanuel.

Youngest Shepherd:—Rejoice!

All Shepherds sing:—"Rejoice, rejoice; Emmanuel

Has come to thee O! Israel."

(These are the last words of the Christmas carol "Draw Nigh Emmanuel.")

(Curtain.)

SHEPHERD'S SCENE.—PART II.

(Represents the manager of Bethlehem with the Holy Child, the Angels, the Blessed Virgin and St. Joseph. Enter Benoni, guiding the three shepherds: all kneel and then in turn present their gifts.)

Benoni:—Oh! blessed Mother of our Lord,

I bring my friends, these shepherds three.

Old Shepherd:—Dear heav'nly Babe, Eternal Word!

To Thee we kneel adoringly.

Youngest Shepherd:—Tho' Maker of this beauteous
earth,

Thou chose to share our poverty.

Old Shepherd (kneeling at the crib):—This cave is
cold that saw Thy birth;

My cloak, tho' poor, will now enfold

Thy tiny limbs, so tenderly.

Second Shepherd (presenting his lamb, and pointing
to the Holy Child):—Kind Lady fair, I bring to
thee

My whitest lamb; but lo! behold

A dearer Lamb thou givest me

And all mankind! It was foretold

(To them that listen to the word)

He is Pascal Lamb and Good Shepherd.

Blessed Virgin (extending her hands in benediction):—
Our blessings on your hearts so true!

St. Joseph (placing his hand on Benoni):—And he who
led us to this cave

Shall from this day be known to you

As Stephen, trying souls to save

By words of pardon, zeal and love.

Youngest Shepherd (goes forward with his gift and
kneels):—Oh! Jesus darling, I've for Thee

A simple gift—this pure white dove;

I kiss Thy hand that blesses me.

Blessed Virgin:—The emblem of the Holy Ghost!

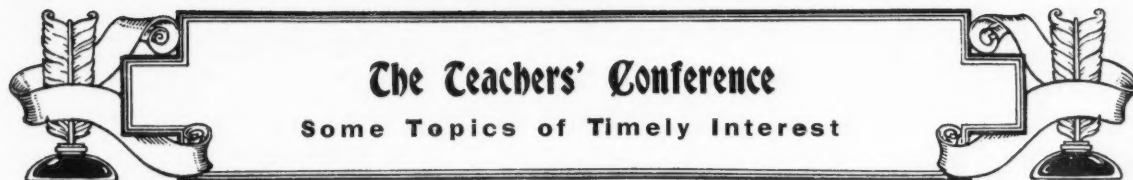
May He inspire all Israel

To listen to th' angelic host

And worship their Emmanuel!

(The choir of angels sings the *Adeste Fideles*.)

(Curtain.)



The Teachers' Conference

Some Topics of Timely Interest

POINTS ON SCHOOL HYGIENE.

By Dr. C. E. Wilkinson.

No child should be allowed to remain in school if sick, and teachers should constantly be on the alert for all such cases. Especially does this apply to children with sore throats from which often proceed diphtheria and other infectious diseases. When a child manifests the slightest evidence of such condition, or has a suspicious cough, and especially should febrile symptoms be detected, such pupil so afflicted should be sent to his or her home, with the reason given for its temporary dismissal.

Again, no child affected with headaches should be forced to study during such attacks, and should these attacks be frequent then the case should be removed from school until entirely relieved of its trouble. In order to be the better able to detect diseases in the schoolroom every teacher should be familiar with the workings of a clinical thermometer, and should be required to carry one as a part of his or her equipment, and to use it when fever is suspected.

In as much as personal cleanliness is the bed rock of all sanitation, and as all children are not blest alike with a proper appreciation of this most excellent blessing, it behooves the teacher to inspect all suspects of filth and insist on a radical change of habits where slovenliness is detected.

Short, yet pungent, discourses should be given to the classes, in which the necessity for frequent ablutions should be emphasized. Especially should the hands of the pupil be inspected, from time to time, and when dirty nails are displayed a correction should be insisted on. Habits of cleanliness, lasting through life, and very essential to the health and betterment of individuals, can thus, and sometimes only thus, be acquired through the proper attention and advice given to the child at school.

Sweeping School Rooms.

It is a practice in some schools to detail children, from time to time, to sweep the schoolroom, preparatory to having it occupied by the classes. Whether this be done immediately after or just before occupancy of such room, the custom is to be deprecated. Dust is the natural consequence of such exercise, and probably there is no dust to be found, anywhere, more teeming with bacteria than that swept up from the floor of a schoolroom. Being inhaled by the unsuspecting individual, and the bearer of myriads of germs of great variety, the risk of contracting infectious diseases from such dust becomes augmented.

Where it is practical to do so, an experienced janitor equipped with a vacuum cleaner should be assigned to this particular duty, or else the undertaking should be conducted under antiseptic precautions.

Finally, the water supply intended for the use of school children and its methods of distribution should be particularly looked after. None but the purest of water should be allowed for the scholar, and should any suspicion arise as to the quality of the supply an investigation should be made, and if found to be contaminated such water should be forbidden as a beverage. The purest of water is probably that obtained from artesian wells, or from springs, or from running streams, after proper filtration. That obtained from tanks and cisterns is often of doubtful purity; while water taken from shallow wells is a dangerous beverage for both child and teacher.

Again, a single cup or glass should never be used to drink from by a large number of children, as haste in its use often prevents its thorough cleansing after just being emptied. As a rule, a single cup for every ten school children should be provided.

Many other subjects, from a hygienic standpoint, might be introduced in this article, and some of them already mentioned might be dwelt on to advantage. The essentials, however, have been laid down and where properly observed they will tend to the physical improvement of the child. Should they be deviated from to any extent physical

deterioration is sure to follow.

The child is an important factor in the world's make-up. As stated before, he is to become the future nation-builder, the teacher, and may be the leader of men and the moulder of society. It is therefore well to fortify him at the threshold of his usefulness with physical health and strength in order to enable him the better to fulfill his destiny. On the one hand, nothing will insure his happiness and usefulness so much, his heart being in the proper place, as physical health. On the other hand, nothing is so sure to thwart his ambition and his usefulness as physical weakness and decay. For the girl, her mission in life is equally important as the boy's and probably more so. A world of trials awaits her; trials that will tax her endurance and her physical strength. It is well to send her forth in life healthy, strong and useful. Upon the hygiene of the school depends to a great extent the issue.

PRIZES AS INCENTIVES TO STUDY.

Sister of St. Ursula (Texas).

From time immemorial, aye, from the very moment when an outraged God but a tender and merciful Father promised a Redeemer to fallen man has the hope of reward spurred on to sustained efforts frequently culminating in deeds heroic.

The life of any of God's Saints would beautifully illustrate our assertion; but 'tis not necessary to ascend to such noble and lofty ideals—for it is the underlying principle of almost every rational act of man whether of the spiritual, moral or intellectual order.

To prove that entire nations—as well as individuals—have been actuated by this potent principle, we have but to call to mind the Grecian Games of old and consider how highly the prizes awarded thereat were valued; we have but to be assured that a Philip of Macedon could record the receiving of such a prize in the annals of his kingdom as an incident of equal importance with the birth of an heir to his realm and the winning of a great victory by his army.

Reward and punishment have been aptly denominated by an eminent educator of our own day: "the secular arm of the majesty of law." Without them law is ineffectual to an almost menacing degree. They sustain it and are its necessary accompaniments. Remove them, and who obeys? The law-giver who attaches no sanction to his legislation is, for the masses, a sound and nothing more. In our own day we frequently hear it proclaimed broadcast that men should do right and shun wrong because right is right and wrong is wrong; but can any of these "Modernists" cite an instance where duty for duty's sake alone has inspired noble deeds?

Has not the inspiration proceeded rather from the fact that somewhere underlying that duty there is an authoritative—yea, a Divine Legislator who has the right to impose this duty?

In other words, it is not a love of duty because it is the expression of a tender Father's will for us and in its fulfillment we merit the reward of His approbation, the highest and holiest of all inspiration?

Many of our pupils, however, have to be gradually led up, by teaching and example, to this appreciation, so I think it is safe to be convinced from the start that the Class in which penalties are not attached to infraction of law or in which rewards are not offered for application and orderly conduct is a Class which exists nowhere except in Utopia, or in the impractical brain of dreamy theorists.

As there are very few Christians in the world who would persevere were duty for its own dear sake alone the maxim for civic and domestic conduct, so we find only a minimum of pupils who are so enamored of study as to pursue it solely for its own sweet sake. Hence, I am confident that most of my esteemed audience will admit that prizes are an incentive to study and sustained efforts

in Class Work and Deportment. And this is true not only in the Primary Grades, where incentives are almost of absolute necessity, but even in the very highest Classes of our Parochial Schools and Academies.

However, in order that said prizes produce the best possible results for the mental and moral development, it seems to me that they should be judiciously selected, comparatively few, and awarded for sustained results and not for spasmodic efforts. There is no doubt, for instance, that if it is understood that there is to be but one first prize in a Class, with a distinction for the second in merit, there will be more general enthusiasm and individual benefit than if it were a foregone conclusion, as it were, that each pupil would receive a prize irrespective of his merits—as is sometimes actually verified in practice in many of our institutions. The awarding of prizes too promiscuously undoubtedly detracts from their value and is, I think, one of the greatest disadvantages. Another that might be cited is rewarding for success rather than for effort—thus making an end of what should be only a means.

It may also be urged that there is something unworthy of man in the attitude of one who is led only by the hope of a reward or the fear of a punishment. Yet we would fain believe that he who refrains from wrong because moved by apprehension or hope is not one iota less worthy than he who does so because his reason assures him that it is a more beautiful thing to act ethically than otherwise. In the first instance we have an act of homage to a superior Being, and, in the second, an implied worship of self; in the one a reverent Christian, in the other a self-sufficient egotist.

That it may be our happy privilege—as Religious Teachers—to co-operate with the Divine Master, the Peerless Pedagogue (for where was there ever such a Teacher) let us become “as little children” in His very own school—and proceeding daily onward and upward to our Graduation Day, may He present our Diploma for having “instructed many unto justice” with the words:

“Well done, receive the reward prepared for thee from all Eternity.”

SOME CATHOLIC AUTHORS YOUR PUPILS SHOULD KNOW.

Eleanor C. Donnelly.

Eleanor Cecilia Donnelly was born in Philadelphia, and was one of the seven children of Dr. Philip and Catherine Gavin Donnelly. As Dr. Donnelly died when Eleanor was still an infant, the remarkable talent displayed



by the child at so early an age was nurtured and directed by the mother, a gifted and accomplished woman. Among her stories, “Amy’s Music Box,” “Petronilla and Other Stories” are favorites with young readers. Besides her stories and numerous contributions to various magazines, she has published at least a dozen volumes of poems. The theme of Longfellow’s “The Legend Beautiful,” is the same as that of Miss Donnelly’s “Vision of the Monk

Gabriel.” Longfellow wrote his poem eight years after Miss Donnelly published hers, and it is believed, took his inspiration from her. Miss Donnelly still resides in Philadelphia, where she is the center of a cultured circle of admiring devoted friends.

Messrs. Ainsworth & Co., of Chicago, have published a little book of selections from her works, which will be found interesting and profitable reading. The following is a sample of Miss Donnelly’s style:

The White Scapular.

There was a priest in the accident ward of the State Hospital. He had just given the Last Sacraments to a dying patrolman; and, as he passed to the door between a row of beds, he saw on one of them a little ghastly chap, so blood-stained and bandaged, that he looked like a small wounded soldier.

The priest stooped and read on the chart at the bed-head: “Vestry, a boot-black, aged 12; compound fracture of, etc., etc.;—contusion of, etc., etc. Supposed to be mulatto. Residence, unknown.”

From the pillow a queer little foreign face stared up at him, old-fashioned as a brownie’s—but with a soft reverence in the velvety eyes.

Could the child be a Catholic? As if in answer to the mental query, the poor little lad thrust his one sound hand into his bosom and drew trembling forth—a White Scapular of Our Lady of Good Counsel!

“Madonna mia!” he whispered feebly.

The priest fell on his knees beside him. He had studied in Rome, and spoke Italian fluently. Oh! the radiant rapture of the little face when Vestry heard the music of his own tongue and breathed forth his confession in the embrace of those strong, but tender arms.

The absolution was pronounced—the holy viaticum administered; and through it all the little Genoese held fast to his scapular.

“It is a piece of Blessed Mother’s mantle,” he answered quaintly, when the priest asked him why he loved it; and then, “Is Madonna Mary very beautiful? And shall I see her soon, Padre mio? Ah, yes,” he sighed, wandering a little: “I am thy child, good Mother! I shall always wear thy scapular!”—(making an effort to lift it to his lips)—“take me—.”

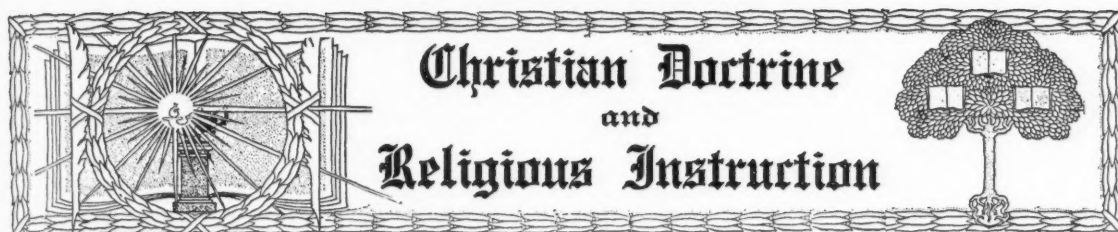
There was an odd catch in the breath, his head drooped and a gray shadow crossed his face. “Died of shock,” said a passing surgeon.

But there was a tear on the priest’s cheek as he closed the boy’s wide-open lids over that look of admiration and awe as at the sudden sight of something astoundingly new and lovely.

“His eyes have seen the Queen in her beauty!” he murmured; and then reverently laid back the little White Scapular upon the dead child’s breast.—(From “Amy’s Music Box.”)

IF YOU HAVE NOT YET REMITTED FOR THE CURRENT SCHOOL YEAR:

Did you ever give thought to the great value that is given to teachers in a single number of The Journal at the very small price of 10 cents? Think of the great amount of usable material it brings to you, and the real help and inspiration afforded in the many articles embodying the methods and experiences of the most talented Catholic teachers in various dioceses of the country. Suppose there was no publication like this, and being rushed with school work you had to ask some friend to go to the public library or the book stores and look up some material for special class exercises, suitable quotations, recitations, etc. Would you consider that 10 cents or car fare would be sufficient recompense for the time saved and assistance rendered you? And yet an abundant supply of such matter is only part of the great measure of value which The Journal gives teachers each month for 10 cents. Suppose there was a very prominent Catholic educator or an eminently successful class teacher visiting in your city or some adjoining town, and you wished very much to have such person appear at your school and address the teachers. Would you feel that an offering of 10 cents was sufficient return for the great help and incentive that might be given to the teachers by the advice and suggestions of the learned visitor? And yet The Journal brings to its subscribers each month the timely thoughts, methods, plans and experiences of a score or more talented educational workers and thinkers—all for this little price of 10 cents.



SCHOOL CALENDAR, DECEMBER, 1912.

48. Sunday, 1. Sunday in Advent.

G. There Shall be Signs, Luke 21.

- 1 S Eligius. Natalia. Nahum. Olymp.
- 2 M Bibliana. V. M. Silvanus. Paulina.
- 3 T Francis Xavier. Sophonias. Birinus.
- 4 W Peter Chrysolog. Barbara. Osmund.
- 5 T Sabbas. Ab. Bassus. Pelinus. B.
- 6 F Nicholas. B. Dionysia. Leontia.
- 7 S Ambrose. B. D. Fara. Agatho. Servus.

49. Sunday, 2. Sunday in Advent.

G. John in Prison, Matth. 11.

- 8 S Immaculate Conception B. V. M.
- 9 M Leocadia. Gorgonia. Valeria. Julian.
- 10 T Melchiad. Eulalia. Sindulph. Abund.
- 11 W Damasus. Daniel. Barsabas. Thraso.
- 12 T Our Lady of Guadalupe. Synesius.
- 13 F Lucy. Othilia. Aubert. Jodocus.
- 14 S Spiridon. Viator. Agnellus. Nicasius.

50. Sunday, 3. Sunday in Advent.

G. John's Testimony, John 1.

- 15 S Christiana. V. Valerian. Delianus.
- 16 M Eusebius. Albina. Ado. Beanus.
- 17 T Lazarus. Sturmius. Florian. Begga.
- 18 W Ember day. Expectation B. V. M.
- 19 T Nemes. Adjutus. Fausta. Zosimus.
- 20 F Ember day. Theophil. Eugene.
- 21 S Ember day. Thomas. Apostle.

51. Sunday, 4. Sunday in Advent.

G. The Mission of John, Luke 3.

- 22 S Zeno. Honoratus. Flavian. Florus.
- 23 M Victoria. Gelasius. Servul. Theod.
- 24 T Adam and Eve. Irmina. (Abst.)
- 25 W Christmas. Anastasia. Eugenia.
- 26 T Stephen. Protomartyr. Jarlath.
- 27 F John. Ap. Maximus.
- 28 S Holy Innocents. Theophila. V. M.

52. Sunday, Sunday after Christmas.

G. Simeon's Prophecy, Luke 2.

- 29 S Thomas of Canterbury. M. David.
- 30 M Anysia. M. Sabinus. B. Rainer. B.
- 31 T Silvester. Melania. Hilaria.

THE VALUE OF METHOD IN TEACHING CHILDREN TO HEAR MASS AND RECEIVE THE SACRAMENTS.

By Rev. John L. Belford, Brooklyn, N. Y.

The problem of the age is the child. The world knows that the condition of the State and of society depends on its children. The Church is wiser than the world. She knows what the future ignores, that the happiness of both this life and the future life depends upon the training of children. Her doctrine on education shows her conviction, and her practice proves her consistency.

Now, our children need training not merely in doctrine: they need it in what we may call practice. By practice is meant here prayer, whether public or private, and the use of the Sacraments.

It may be worth while to describe the methods employed in one of our city parishes and to relate the efforts and results.

In this parish, like most others, there is a children's Mass on Sunday at nine o'clock. All the children of the parish must attend this Mass. At first we found it hard to secure attendance. Some parents chose to bring their children with them to the other Masses. Some found the hour inconvenient. At the beginning, in 1906, we had an average attendance of about 100 out of the 600 children of school age resident in the parish.

Those children behaved rather badly. They did not know the service. They had no prayer-book, or, if they had, they did not know how to use it.

We prepared a method of hearing Mass for the children. The prayers were as near as possible a translation of the prayers of the sacred liturgy. They were short and simple. We tried to use monosyllables as far as possible. Those prayers and a few hymns were printed on tough cardboard, and placed in racks in the pews. We trained the children in Sunday school to sing the hymns and read the prayers aloud. Then we began our public rendering or following of the service. When the priest appears in the sanctuary, the children stand and recite this prayer aloud:

Prayer Before Mass.

This church is the house of God. I have come here to worship Him by offering the holy sacrifice of the Mass. I offer this holy sacrifice, O Lord, to adore Thee, to praise Thee, to thank Thee, to atone for my sins and to obtain from Thee virtue, health, and happiness for myself and for all my friends.

This prayer reminds them where they are, "in the house of God." It brings to their minds the purpose of their presence: "I have come here to worship Him." It tells them how they are to perform that act of worship—"by offering the holy sacrifice of the Mass." It directs their intention: "I offer this sacrifice to adore Thee, to praise Thee, to thank Thee, to atone for my sins and to obtain from Thee virtue, health, and happiness for myself and for all my friends."

By the time they have said this, the celebrant is ready to begin Mass. With him they make the sign of the cross, saying:

In the name of the Father, and of the Son, and of the Holy Ghost. Amen.

In kneel before Thy Altar, Lord. Thou seest my body and my soul. Thou knowest all my thoughts. My sins make me unworthy to appear before Thee. I confess my guilt and beg Thy pardon.

This prayer contains something of the thought there is in the Psalm "Judica me Deus." It tells the child that he is face to face with God, who knows the most hidden things and before whom the best of us should tremble at the thought of our guilt. It leads to the Confiteor, which is recited with the priest.

A hymn follows and occupies the time until the Gosepl, when all stand, make the sign of the cross on forehead, lips, and breast, and listen to the sacred words read in English while the celebrant reads them in Latin.

In our church the announcements and the instruction follow the Gospel. The instruction is for the children. We try to be plain, simple and interesting.

At the Credo, they stand and recite the Apostles' Creed.

At the Offertory, they say this prayer:

Thy priest offers bread and wine to Thee, Lord. Soon they shall be changed into the body and blood of Thy Divine Son, who will offer Himself here on this altar as He once offered Himself on Mount Calvary.

At the offering of the bread they say:

Receive, Holy Father, Almighty and Eternal God, this spotless host which I, Thy unworthy servant, offer to Thee. I offer it to atone for my sins. I offer it, too, for all good Christians, present and absent, living and dead. May it bring me and them to everlasting life.

At the offering of the wine:

We offer this holy chalice to Thee, Lord. Accent it, we pray, for our salvation and for the salvation of the whole world.

Come, Holy Ghost, and bless this sacrifice which we have prepared for the honor and glory of God.

A hymn keeps us busy until the consecration, during which, of course, there is silence. As soon as the elevation is over, we say these prayers:

Lord Jesus Christ, I believe Thou art now really and truly present on this altar under the appearance of bread

The Catholic School Journal

and wine. I adore Thee, for Thou art the Son of God. I thank Thee, for Thou hast died to save my soul. Enable me always to love Thee and serve Thee.

Receive, Holy Trinity, this sacrifice which we offer in memory of the Passion, Resurrection and Ascension of our Lord Jesus Christ, and in honor of our Blessed Mother, Mary, and of all the saints. May it add to their glory and bring salvation to us, and may they pray for us in all our necessities.

Look down, Heavenly Father, upon Thy Divine Son. He is now present on this altar. Remember His wounds, His prayers, His death. He offers Himself for us now as He once offered Himself on the Cross. For his sake have mercy on us.

Remember, Lord, the souls of the faithful departed. Have mercy on my deceased relatives and friends, and on all the souls in Purgatory, particularly on those who have no one to pray for them.

We are careful to proceed slowly. While we pray aloud, we are reverent and we follow the celebrant.

We recite the Lord's Prayer when he says the Pater Noster, the Agnus Dei, in the vernacular of course, with him, and we have time for only one of the three prayers before the "Domine non sum dignus," the prayer for peace. Three times we protest, "Lord, I am not worthy," etc., and say the following prayer before Holy Communion:

Dear Jesus, I desire to receive Thee. Thou art really and truly present in the Blessed Sacrament. Come to me, I pray, and fill my soul with Thy holy grace. Give me light to know my duty and strength to do it. Enable me to love Thee and serve Thee all the days of my life. Amen.

While the priest is distributing Holy Communion, we sing an appropriate hymn.

During the ablutions and closing prayers we recite the acts of faith, hope, charity and contrition.

We kneel for the blessing, and during the last Gospel we stand and recite the closing prayer:

May this holy sacrifice which I have offered please Thee, Lord. May it bring Thy blessing upon me, and upon all for whom I have offered it, through the merits of Christ, our Lord. Amen.

While the adults are passing out, we sing the final hymn and then dismiss the children. All genuflect together, and then pass out pew by pew, the public school children proceeding to the class-rooms for Catechism, the rest going home. They have religious instruction every day in school.

Now, as to the results. It was not long before the hundred children we started with had grown to five hundred. Disorder was absolutely at an end. The children were kept occupied all the time. They knew what they were doing. They got to love their own Mass. In fact, it became so attractive to adults that we no longer have room for all those who wish to be present.

For the past five years we have had practically all our children at this Mass, and the church is left to the grown people at all the other services.

It was not of course long before we observed the need of a book for the children. First of all, we had several cards to provide a variety of hymns. These cards are somewhat expensive. They are easily soiled and therefore not sanitary. They are soon damaged, so as to be unfit for use. Then, if men and women should always use a prayer book at Mass, we must teach the habit to the children. For these reasons we got out a little book containing the various prayers for morning, night, Mass, Confession and Communion, with a collection of some 70 hymns. By ordering a quantity at a time, we can sell these books for five cents each. We urged every child to procure a book. If a child could not afford it, we gave him one. Then on Sunday morning we stand in the aisle and mark those who are not provided with a book. Of course, many children forget their books, but the fact that their forgetfulness is recorded soon breaks up the habit.

Surely, every priest has seen that many grown people and naturally many more children receive the Sacraments of Penance and of Holy Eucharist without due preparation or thanksgiving. We can talk to the adults and perhaps secure some improvements, but children need to be shown how.

We began in April of 1906 to have a Children's Communion once a month. We explained our plan at all the

Masses. The children come to the church on Friday afternoon at 3:30. There is an instruction, a careful examination of conscience, and an exhortation to contrition—all conducted by one of the priests. The children then go to confession, and after it, go before the Blessed Sacrament for a short thanksgiving and the recitation of at least a part of their penance. In this they have the supervision of one of the nuns.

Next morning at eight they have their Mass, at which pews are reserved for them. They hear Mass according to the method given above, and go to Holy Communion in order and with proper reverence. After Communion and Mass we recite the prayers of thanksgiving, about ten minutes, and dismiss in an orderly manner. As the children leave the church, we give each one a neat card:

CHURCH OF THE NATIVITY

The bearer received

Holy Communion

Saturday, September 28, 1912.

This card is to be taken home for the satisfaction or edification of parents. Next day that card with the child's name written on the back is returned to the pastor, who stands at the head of the aisle as the children pass out after their Mass. With these cards we check our list, and by the aid of some twenty young ladies of the Blessed Virgin's Sodality call at the home of the absentees, inquiring why the child did not receive Communion "last Saturday."

Now for the results. The figures for 1906 are:

April	15 boys	20 girls
May	45 boys	65 girls
June	20 boys	45 girls

No figures kept in vacation.

Sept.	55 boys	85 girls
Oct.	85 boys	130 girls
Nov.	95 boys	125 girls
Dec.	86 boys	130 girls

From Oct., 1911, to 1912, the figures are:

Oct.	161 boys	263 girls
Nov.	200 boys	270 girls
Dec.	186 boys	272 girls
Jan.	178 boys	153 girls
Feb.	191 boys	275 girls
Mar.	190 boys	285 girls
Apr.	170 boys	237 girls
May	165 boys	215 girls
June	225 boys	295 girls

No figures kept in vacation.

Sept.	215 boys	287 girls
Oct.	225 boys	290 girls

Of course the little children who are now receiving Holy Communion have swollen these figures. But even allowing for that feature it is apparent that system and "keeping everlastingly at it" are needed not merely to prepare children for Communion but to keep them regular in their attendance.

Fully 100 of our children still miss their monthly Communion in spite of all our efforts. They attend the public school. I know no argument more damning than this of the system that seeks to educate children without religious training.

Finally, if we miss so many from Communion, what must it be in parishes where the children go to Communion when they please and as they please.

(Am. Ecclesiastical Review.)

HAVE YOU SENT YOUR ANSWER.

Among the "Educational Notes" on the first page of last month's Journal, the following questions were propounded with a view to securing a list of books that would be of interest and value to Catholic teachers generally. Your early response to these three questions, with any explanations you wish to make will be appreciated. If you prefer you need not sign your name. Address all responses to The Catholic School Journal, Milwaukee, Wis.

What book has given you the deepest insight into the spiritual life?

What book has contributed most to your intellectual growth?

What book has aided you most in your work as a teacher?

The Catholic School Journal

The Christmas Story.

269

MARIAN MITCHELL.

CHURCHILL—GRINDELL,
Supervisors of Music, State Normal School, Platteville, Wis.

1. Of all the sto - ries old and sweet That moth - er tells to me, I love the best to
2. The shep herds fol - lowed where that star Hung o'er a man - ger low, And there a ti - ny

Very smoothly.

hear the one That hap - pened o'er the sea:— While shepherds watched their flocks one night, A
ba - by lay, That night so long a - go. His moth - er sang the sweet - est song, And

star shone in the sky, A strange and bright - ly shin - ing light, While an - gels sang on high.
as she sung she smiled, Like moth - er's smile when - e'er she tells A - bout the dear Christ Child.

CHORUS.

Shine, bless - ed star, for - ev - er, Up in the heav - ens blue; Shine, blessed star, for -

ev - er, Shed - ding your gold - en hue; Shine, blessed light, for - ev - er,

rit.

Cheer ing the world near and far; Your glad light still brings peace and good - will; Shine on, bright Christmas star.

crs.

All rights reserved.

The Catholic School Journal

Christmas Gift-Making

Miss M. E. Richards, San Jose, Cal.

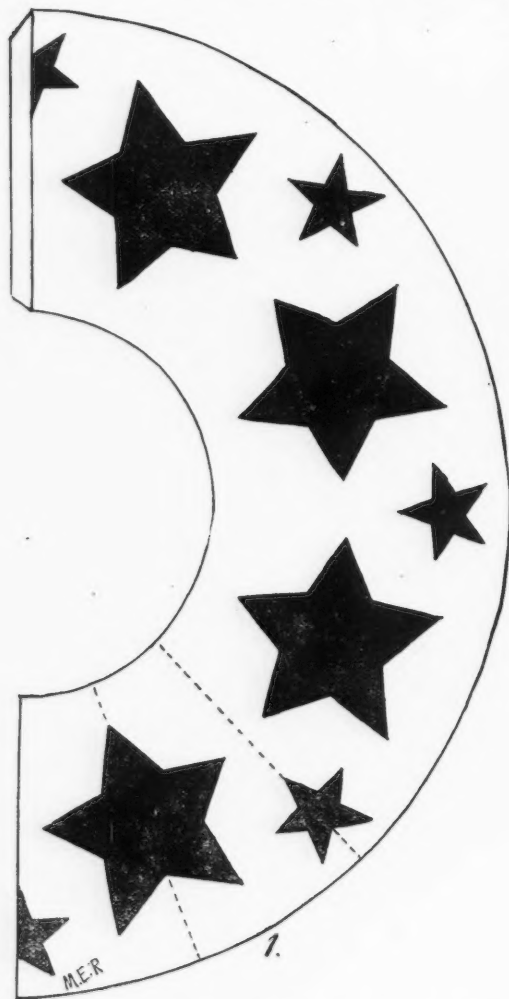
It should be remembered that all so-called "busy-work" should have an educational value. Merely to keep a child employed in seat-work is not enough. The teacher should see that the child has profitable employment, and that the work seems to him worth while.

Cutting, pasting, drawing and modeling are all excellent methods for bringing into use the various mental processes, and the child gains in accuracy of judgment as well as in manual efficiency.

There is never any lack of interest in construction work, as the desire to make something is noticeable

parts. The first of these sections should now be folded into halves in order to find the central line.

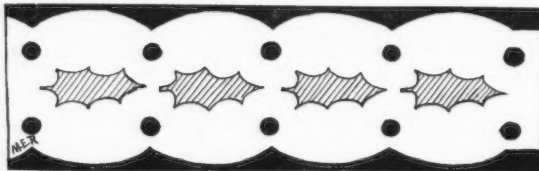
Cut a paper star and lay it on this central line of the first section so that its points project equally on each side of the line. Draw around the star with pencil and



even in infancy. The spirit of helpfulness and unselfishness which is developed in the holiday gift-making is of great value to the children.

A very pretty candle shade or cover for an electric light bulb is made according to the pattern shown in Figure 1. Hektographed copies may be given to the class, or the pupils may fold and make patterns for themselves, according to the following directions:

It is best to use ordinary writing or wrapping paper which can be folded easily. Fold and cut a semi-circle with a radius of five and one-half or six inches. With the same center cut out a smaller semi-circle having a radius of two inches. You now have the form of the shade. This figure should now be folded into four equal



2.

then cut it out. By folding the first section over the others it may be used as a pattern, and a large star cut from the center of each.

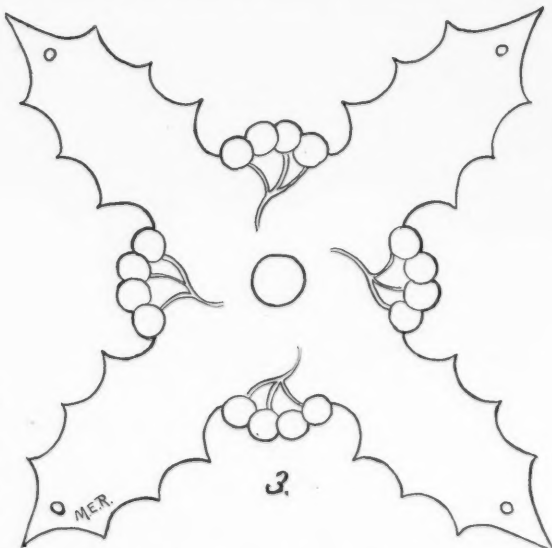
The semi-circle should now be unfolded and laid flat and on the dividing line between the first and second sections a small star should be evenly placed, as shown in the illustration. When this is cut out, the semi-circle should be folded in the center of each section so that the small star may be cut out in the other spaces between the large stars.

The paper pattern is now complete. It should be laid on clear white cardboard and outlined in pencil. The cutting should be very carefully done, especially the star-points.

The entire shade should then be lined with red tissue paper, the size and shape of the original semi-circle. When the shade is placed over the candle the light showing thru the red stars adds greatly to their attractiveness.

If the children find the cutting difficult, the small stars may be omitted, or may be pasted on the outer surface.

Figure 2 is the pattern for a napkin ring to be made of stiff white paper. After folding it into four equal parts, the holly leaves and berries are cut out. A strip of green paper is then pasted beneath the row of leaves,



3.

and the whole placed over a lining of stiff red paper. A strand of red or green raffia laced thru the perforations representing berries at each end of the strip completes the napkin ring.

A holder for a ball of twine or for grandmother's

Studies of Noted Paintings

Miss Elsie May Smith

SISTINE MADONNA—RAPHAEL

The Christmas season is the most appropriate time for the consideration of pictures dealing with the Madonna and Child. At this season, when the children are hearing and thinking about the coming of the Babe of Bethlehem, the teacher finds the most suitable time for presenting to their attention pictorial representations of the Babe and its mother. Of all the pictures of this character which have been painted, and their number is legion, there is none greater than the Sistine Madonna of Raphael. It represents the apex of all religious art. Raphael's Madonna, especially this one, belongs to no special epoch, to no particular religious creed. They exist for all time and for all mankind, because they present an immortal truth in a form that makes a universal appeal. The Sistine Madonna "soars above us as our

St. Sixtus kneels on the left and St. Barbara on the right. The picture is framed in by green curtains which have, as it were, been drawn aside suddenly, and we see a vision that is for all time. The venerable Pope Sixtus lifts his devout old face to heaven, while St. Barbara smiles down at two cherubs who have, as it were, strayed from the angel band, and, resting their faces on their hands, look up with big wistful eyes.

This is said to be the last Madonna that Raphael painted. The Madonna's face was no doubt in part inspired by, and a recollection of, the face of the unknown maiden whom Raphael loved. This picture was painted in 1518 for the monastery of San Sisto, at Piacenza, in Italy, and was probably ordered by the Cardinal of the monastery. In 1753 it was sold by the friars to Augustus III., Elector of Saxony, for forty thousand dollars, and has since been the chief attraction of the Dresden Gallery. Like the great portraits of Raphael's latter years, this altar-piece is painted on canvas and reveals the same rich color, the same golden tones and transparent shadows. The picture was received with great joy at Dresden, the Elector moving his throne in order to place it in the most advantageous position in his throne-room. The story is that the famous Correggio, viewing this painting, exclaimed with pride, "I, too, am an artist!" "It is interesting to sit in the Dresden Gallery alone, before the Sistine Madonna, which has the face of the beloved Margherita (Raphael's sweetheart) and note the hush that comes upon the people when they pass over the threshold. They seem to enter into the feelings of the artist. It is said that many a poor and lonely woman, bent with years, has wept before this painting. The eyes of the Virgin look at you, but they do not see you. The eyes are thinking—looking back into her past with its mysteries; looking forward, perchance, into a veiled but significant future. These eyes, once seen, are never forgotten, and you go again and again to look at them."

Questions for Study

- What does this picture represent?
- What look do you see in the Madonna's face?
- Does she seem to be thinking? What do you suppose she is thinking about?
- Has she a beautiful face? Do you like the look in her eyes?
- What do they seem to say?
- How does she hold her Babe?
- What upon the right balances the Babe upon the left of the picture?
- What look do you see in the Babe's face? Do you think He has wonderful eyes? Why?
- Does He seem to look out upon the world with a wondering look?
- Study these faces carefully and note what meaning they seem to have.
- Does the Christ Child resemble His mother in looks?
- Why is this picture called the "Sistine Madonna"?
- For whom was it painted? Where is it now?
- Do people like to look at it?
- Why is it appropriate to study it at Christmas time?
- Do you like this picture? Why do you like it?
- How does it rank among pictures of the Madonna?
- Do you think it deserves its great fame? Why?
- Is it a beautiful and inspiring representation of a great subject?
- Does it speak a noble message to you? Is it then a great picture?

THE ARTIST

Raphael Sanzio was born in Urbino, Italy, in 1483. His father, Giovanni Santi, was a painter of no mean

(Continued on page 280.)

ideal of womanly beauty; and yet, strange to say, despite this universality, she gives to each individual the impression that, owing to some special affinity, he has the privilege of wholly understanding her."

The Madonna is a heavenly creature. She seems lost in profound thought concerning the mystery of her divine missions, for a child is enthroned in her arms whose divine character is depicted in his childish features, while the depth and majesty of his eyes express his destiny as the Savior of the world. In this picture Raphael has united his deepest thought, his profoundest insight and his complete loveliness. "The majestic Child, cradled in His mother's arms and looking out with grave wonder on the world; the Divine Virgin, with the serene brow and mystic light in the eyes, have a glory that is not of earth."

The complete picture (our illustration giving only the two principal figures) reveals the Madonna standing on the clouds, in the midst of a countless host of angels—cherubs' heads filling all the surrounding space, while

Farm Machines—Their Value and How to Care for Them

By Grace Marian Smith of I H C Service Bureau

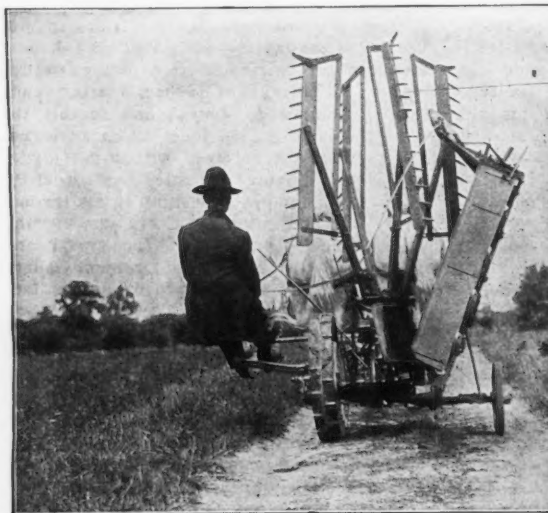
The Fourth National Conservation Congress recently held in Indianapolis considered conserving the natural resources of the country, such as timber, water, coal, soil fertility, and so on, but the great theme of the convention was the conservation of human energy.

Loss of life due to accidents, to poor sanitation, and to preventable contagious diseases; loss of efficiency from the same causes, from inadequate or altogether neglected training, from failure to avail one's self of the knowledge available—all these received much attention.

value to the world, if we ever do anything worth while, we must always be learning from our environment, from the people with whom we come in contact, and from literature. One of the reasons why workmen ask for an eight-hour day is so that they shall not exhaust themselves by overwork and insufficient rest and recreation. The other is so that they may have time to study and increase their knowledge.

People used to work sixteen hours a day, but the introduction of machines to do part of the work and do it much faster than it can be done by hand, makes it possible to reduce the working hours per day.

What machines have helped the farmer in



A reaper with the rake arms folded so it can be put

People suffer for lack of enough to eat, but our land produces an average of thirteen and seven-tenths bushels of wheat per acre as compared to forty-eight bushels, the average for Denmark. There was a time when we could not produce big crops of wheat because we could not harvest them, but the invention of the binder removed that bar. There was a time when to plow the broad prairies of the Dakotas was a task beyond the labor available, but the tractor and the many bottomed plow solved that problem. There was a time when the housewife could not study and learn better methods of doing things because it required all her time to spin and weave and bake and brew, just to supply the family with the necessities of life.

The time has come when if we are to live and keep our independence, we must avail ourselves of the best known methods. If we are going to raise corn, we must rotate crops, fertilize the land, use drain tile when they are found to be of advantage, use the harrow advisedly, plow to a depth proved best for our land, select the best seed, store it carefully, test it before planting, grade the corn, set the planter right, cultivate according to the best methods, being careful when we kill the weeds that we do not also injure the young corn plants, harvest our corn at the right time, utilize the stalk for fodder and fertilizer, market our product wisely—there is no end to the things a farmer needs to know just how to grow an acre of corn and get the most out of his land, his labor, and his operating expense.

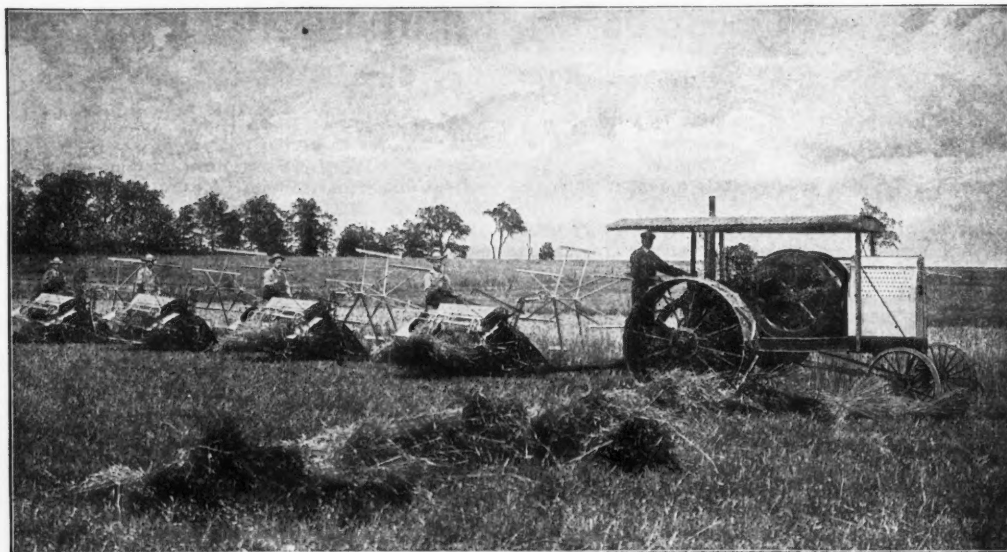
So you see we need to know a great deal and need to be reading and studying and observing all our life long. We must not get the impression that we get our education in eight or ten years at school. If we are of any

That does not necessarily mean that we should do some other physical labor—perhaps we need the time to play, or to read, or to eat more slowly. We may want to work with the thing we like best, music, or drawing or carpentry, or electricity. Perhaps some of us want to experiment with some invention. Or perhaps we should be doing none of these things but just resting.

If the machine gives us leisure to do some other thing we want to do, to visit some of our friends, to see other places and broaden our understanding of life in general—if we give this leisure to learn something about art and music, about birds and flowers, about the way other people live, it is worth while.

A machine which makes these things possible is a valuable possession and should be prized and cared for.

There are a few things which are true of all machines. One is that they are machines, and quite incapable of taking thought for themselves, so that if we want to be fair we must think for them. The hay press does not know that your foot is in the hopper; you must keep your foot out when the machine is in motion. You must



The Modern Way of Harvesting Wheat—a Tractor drawing Five Binders.

use all possible precaution always not to interfere with running machinery; that is, for your own safety. For the machine's safety, you must give it proper care. It does the best it can. It squeaks or smokes to remind you that the oil is entirely used up and that further use of the machine will wear the iron. But you should not wait for it to call for oil. You do not—at least I hope you do not—wait for the calf to bawl before you feed it. The man from whom you buy the machine will tell you when and how to oil it; follow his instructions.

Never operate a machine when the bolts are loose. Go over it occasionally and tighten the nuts and see that it is in perfect adjustment. If a machine is very dirty, a kerosene or gasoline bath will remove the gum and dirt. Then supply fresh, clean oil. Where there is a very delicate adjustment, a grain of sand will injure the parts. Therefore keep the oil clean so that no dirt will get in that way.

Before putting a machine away at the end of the season, paint the wood and iron parts where the paint is worn off; parts which should be kept bright and unpainted may be greased; all cutting parts should be kept bright and sharp. A dull sickle will not cut the hay properly or quickly, will spoil the temper of the operator, and will ruin the sickle.

If repairs are needed, order them early enough so that they will be on hand when needed. Broken machines which are out of order or in need of repairs cause costly delays. Corn planting, haying, and harvesting cannot wait while we send away for repairs. We must have our machines in good order, and in case of a very necessary part which is easily broken it is well to have an extra one on hand.

All machinery should be well housed. It is foolish to buy high priced machines and then leave them exposed to the weather. The sun warps wood and checks paint, the cracks let the dew and rain in, and the wood rots. Rain and dew rust the metal parts.

To show the effects of exposure, take two pieces of new, unpainted wood, bolt them together, screwing the nuts up as tight as possible; leave them outdoors where they will be exposed to alternate heat and cold, moisture and dryness, or soak the boards in water and lay under the stove to dry; when dry soak and dry again; repeat the process until it can be seen that the wood shrinks, and the shrinkage causes the bolts to loosen. In a machine this might throw it out of adjustment and cause the parts to wear.

When buying a machine, learn all you can about it.

Study the catalog, ask the dealer questions, have him show you about the different parts and tell you how to take care of the machine; then treat the machine as though it were the valuable thing it is. It is valuable as a help to you in your work and also because it costs money to replace it. A man who is very miserly about spending a dollar for a farm paper, or five dollars for a comfortable chair, will spend one hundred dollars for a machine, and then take such poor care of it that it is worn out in a year, or two, or three, where it might well have lasted eight or ten or fifteen years.

Aside from the damage done the machine, there is the damage to the man's character. He is training himself in a careless way. He is neglecting to do things he knows should be done. He is forming a habit which some day may lead to disastrous consequences. And it is always disastrous to form bad habits.

Study as thoroughly as your time permits the different machines for lightening farm work and making farm life pleasanter. Send to manufacturers who advertise in the farm papers and get catalogs of their machines and learn all you can about them. Compare work now with work before each machine was invented.

Make a plan for a farm home, indicating the location of the buildings for beauty, convenience, sanitation. Show how you can utilize an engine to help with the work.

Name all the modern devices and utensils you know about for making housework easier. The separator, the dish washer, the bread mixer, the vacuum cleaner, the washing machine, electric or gas or alcohol irons and stoves, double cooker, fireless cooker, refrigerator, kitchen cabinet, water, lighting, and heating systems, good walks, dumb waiter, mangle.

Compare the amount spent for labor saving devices in the field and barn with the amount spent for conveniences for the housework.

WOMAN SUFFRAGE NOW IN TEN STATES

In the recent Presidential Election the people voted on the question of Woman Suffrage in five states—Wisconsin, Arizona, Kansas, Michigan and Oregon. The question carried in all these states except Wisconsin. As Woman Suffrage already prevailed in Washington, California, Wyoming, Colorado, Utah and Idaho, there are now ten states in which women have been given the right to vote on all political matters.

In New York City the women held a great parade in celebration of their victory in the four states mentioned.

The Catholic School Journal

Lessons in Penmanship

George A. Race, Bay City, Mich.

One of the mistaken ideas in connection with learning to write by arm or muscular movement is, that of thinking, that if it is done in this manner without the use of the fingers, and with great freedom, it must be Good Writing.

Freedom in writing, as in everyday life, is of very little use unless it is made to obey law. In writing it is called control.

Control is that quality of movement that gives us form. Form is essential to legibility. We must have control if we would have form, and we must have form above all else in order to have legible writing. Good writing must first be legible, and second, written rapidly with ease.

If you have developed a pure, free and easy movement of the arm, don't make the mistake of getting form at the expense of this freedom, but rather by its use. Do not be misled in trying to get form with the fingers or slow drawn-arm movement. It can only be obtained by forcing the arm a little at a time to obey the impulse of the mind, thus gaining control a little at a time.

It is not mere practice that makes perfect in writing. It is thoughtful practice that makes for good writing. Work for the month as follows:

The first two drills for the H are the same as used in the other letters.

Drill 67. This drill is made by repeating the second part of the H. Make a wide swing in connecting the two parts. Start with a slight curve. Count ten. The second part of the drill is the second part of the letter. Count one, two.

Drill 68. The first stroke of this letter is the same as those just practiced. Come to a full stop on the line. The second part of the H starts with a left curve, stopping on the line. The pen is then swung up and over, touching the first part with an angle or loop at the height of the small letters. Keep down strokes straight and parallel. Width of letter about height of crossing. Count one, two, three, four. Rate of fifty per minute.

Drill 69. Word practice for capital H. Six on a line. Drill 70. This letter starts same as m or n. Keep down stroke straight and slanting. Same turn at bottom as at top with uniform width at the top. Finish high with a curve stroke that forms a small loop, sometimes called a blind loop as the ink fills the space. The last stroke has a slight downward curve to connect

with small letters. Count one, two, three for single letter, and ten in groups of five.

Drill 71. Word practice for v. Eight on a line.

Drill 72. This drill is made by retracing the second part of the K. The right side of the swing forms an oval. Count ten. The second part is made up of two compound curves, connected with a small loop. Count one, two.

Drill 73. The K starts same as H. The second part loops around the first at one-half its height. Make first turn of this stroke curve in rather than out. Finish letter same as capital R and avoid getting it straight. Count one, two, three, four. Rate of forty-five per minute.

Drill 74. Word practice for capital K. Six on a line.

Drill 75. The w is made by combining the u and v. Observe what was said about the u and finish of the v. Count one, two, three for single letter. Same in groups.

Drill 76. Word practice for the w. Seven on a line.

Drill 77. Make the direct and reverse retraced oval touching at half their height. After making a line in this manner place the X on it, retracing about three times. It aids in getting the strokes curved. Count six for ovals and one, two, three, four for letter.

Drill 78-79. These are the two parts of the X. Curve part about half of an oval. The second part looks like the figure 6. Count six and two.

Drill 80. The X is rather hard, because of the two parts touching at one-half their height. Both parts have same curve and same size loops. Don't carry first stroke too far to the left or make second one too straight. Don't slacken speed in making the second part. Count one, two, three, four. Rate of forty-five per minute.

Drill 81. Word practice for capital X. Six on a line.

Drill 82. The small i and c practiced together should follow drill 83. Count eight.

Drill 83. Before taking up this letter practice on the small i. The c is made by placing a hook or dot on the i. Keep back of letter straight and turns at top and bottom the same. Count one, two for letter, and ten in groups of five.

Drill 84. Word practice for c. Eight on a line.

Drill 85. This drill is made by placing the Q on the retraced reverse oval. Retrace 2 about three times. Count six and one, two, three.

Drill 86. Start Q same as for X, making loop as in

⁶⁷ 99 99 ⁶⁸ H H H H H ⁶⁹ None None

⁷⁰ v v v v v v v v v v ⁷¹ vain vain

⁷² 99 99 ⁷³ K K K K K ⁷⁴ Knee Knee

⁷⁵ w w w w w w w w w w ⁷⁶ wave wave

^{77.} 00 ^{78.} 99 ^{79.} 66 ^{80.} X X X X ^{81.} Xmas Xs

^{82.} i i i i i i i i ^{83.} c c c c c c c c ^{84.} i c i c i c i c

^{85.} Q Q Q ^{86.} 2 2 2 2 ^{87.} Queen Queen

^{88.} s s s s s s s s s s ^{89.} scow scow

D. Finish with a compound curve along the line. Keep down stroke half of an oval—not straight. Count one, two, three. Rate of sixty per minute.

Drill 87. Word practice for the capital Q. Six on the line.

Drill 88. Start s with a right swing or curve, coming back touching first curve and finish with a right curve, retracing second stroke. Count one, two, three, and ten in groups of five.

Drill 89. Word practice for s. Six on the line.

Birds in a December Woodland

Sara V. Prueser, Defiance, Ohio

To most boys and girls the woods in December appear cold and desolate; they see but the naked landscape with its bare trees and somber coverings. The grayed and aged aspect overwhelms them with its emptiness, and little there is that appeals to them. Perhaps most of them would be quite surprised to know that a score or more of birds spend the winter in these uninviting woodlands and that this, when the trees are stripped of their leafy garments, is an excellent time for bird study.

By the middle of December, most of the migrant species will be gone and we have with us only the ever-present permanent residents and the winter visitants. These, because of the kind of food they eat, may be divided into three classes:

First, the larger birds of prey, as the owls, which prey upon field mice, sparrows and insects. Hawks, which are chiefly flesh-eating birds and live upon mice, birds, moths and caterpillars, and occasionally crows and buzzards, remain thruout the winter.

In the second class, we may put those birds that get their food principally from the products of insect life deposited in the bark of trees, and a small per cent from nuts, seeds and berries. Cocoons and beetles are eaten by them. They might be termed the insect-eating birds. To this class belong the downy and hairy woodpeckers, brown creepers, titmice, nuthatches and chickadees.

The third class are almost wholly seed-eating birds. When December snows cover the bleak woodlands, you will find them usually in flocks, flying thru the meadows, settling down here and there, pulling away at the seed heads of the weeds above the snows. In this class are the sparrows, goldfinches, juncos and horned larks.

A few winter residents are found in most localities. These have come down from the north to spend their winters in a milder climate and where food is more abundant. The most common of these winter visitors are the tree sparrows, red-polls, snow-buntings and golden-crowned kinglets. Except the last mentioned, they are almost wholly seed-eating species.

Not only in the selection of food have the winter resi-

dents adapted themselves to their environment, but in the selection of their homes and lodgings as well. The hollow trees and thickets shelter the larger birds while the smaller seed-eating species nestle close to the earth under a raised tussock or in little hollowed places, snugly covered with long grasses and leaves.

A change in their plumage has also taken place, having grown thick and warmer. In many of the various species that winter here you will observe that the colors have slightly changed. They are more faded and subdued. The bluejays, nuthatches, chickadees and titmice, all of which have much gray in their plumage, harmonize beautifully with the dull grays of wood and field and the blue in winter skies. The male gold finches in doffing their yellow coats for the quiet grays and browns have the protective coloring adapted to the season. The snow-buntings, sparrows and juncos in their modest attire match well the bleached leaves and gray tree branches. The cardinal alone being the one winter resident that gives brilliancy to the landscape, his crimson body a signal color flame, fires wood and held as he passes thru them.

While I am writing this (November 2, 1912) the snow is falling in soft flakes and I can hear the sharp screeching calls of the jays in the oaks, only a few rods away. They will help themselves to the acorns, storing a few for winter use. The golden crowned kinglets are here, clearing up both fruit and forest trees, by freeing them of insect life. But I am thinking if the winter should be severe and lay blanketed under heavy snows for several months, most of the birds will need some help in getting their food supply.

The birds of prey will take care of themselves, but the insect-eating class may need some additional help, for insects are scarce during the winter season. Woodpeckers, whose food is seventy per cent animal, will be glad for the bones, cartilages and waste scraps from your table. Chickadees and nuthatches are fond of meaty foods; a little suet fastened to the trees will bring them to your dooryard. Birds whose food is largely vegetable like the nutritious seeds in winter. Gold finches, juncos and bluejays will enjoy the sunflower

and flax seeds you may furnish them. It is not an uncommon thing in the winter season to have several days of sleet and snow, when the landscape is covered with a sheet of ice. During this time the food supply of the birds is practically cut off. Weed heads, shrubs, trees, all alike are wrapped in a thick coating of ice, too hard and cold for weak-billed birds to break. It is then that the birds need your help. A few feeding stations established near your town may be the means of saving the lives of many birds. In the country they will come to the barn and door-yards where they can be supplied with seeds, vegetable parings, bones and cartilage. In the towns and cities the boys and girls can do no greater service for humanity than by caring for these little feathered creatures that help so beneficially to preserve the balance in nature.

Suggestive Outline for Winter Bird Study

1. Identify the birds that remain all the year—the permanent residents: Bluejay, nuthatch, woodpeckers, song and English sparrows, goldfinches, titmice, chickadees, cardinal, sparrowhawks, owls, crows, larks.

2. Identify the birds that remain here only thru the winter: Tree sparrows, prairie horned larks, juncos, winter wrens, redpolls, etc.

No ironclad rule can be followed as to the habitat of birds, for in some localities a bird may be a winter resident, while in others it will appear as a transient visitor. Facts can only be obtained by careful observation and consulting the best bird books. Chapman's "Bird Life" and Neltje Blanchan's "Birds Every Child Should Know" are interesting and accurate. For a more comprehensive study, consult Chapman's "Handbook of Birds of North America" (revised edition).

3. Classification as to food:

- a. Flesh-eating, hawks, owls, etc.
- b. Insect-eating, as nuthatches, chickadees, etc.
- c. Seed-eating, as sparrows, finches, etc.

4. Change of colors in plumage:

Gold finch, junco, snow-bunting, etc.

5. Lodgings: Tall grasses, shrubbery, still having its foliage, thickets, hollow trees, eaves of buildings, in old barns.

6. Color classification:

Blue, gray, black: nuthatches, chickadees.
Black, white, red: hairy and downy woodpeckers.
Sparrow colors: song sparrows, gold finches.
Red: cardinal grosbeak.

7. Birds that sing in winter: Song sparrow, chickadee, titmice, red-polls, cardinal grosbeaks, etc.

STUDIES OF NOTED PAINTINGS

(Continued from page 275.)

talent, who held high rank in his native city. Raphael's childhood home was in the midst of the snowy peaks of the Apennines, looking toward the beautiful waters of the blue Adriatic. Thus he grew up amid scenery likely to be very impressive to his beauty-loving soul. He was only eight years old when his mother died. His father was his first instructor, and very soon the young pupil showed extraordinary talent; but when the boy was only eleven, his father died. He was then brought up by his uncle.

He was sent to study under the famous artist Perugino when he was sixteen and remained with him for several years. A few pictures painted during this period have come down to us and are very interesting because they reveal his own style of painting. There is, of course, the manner of his master Perugino, but, mingled with it, some of those qualities which were particularly his own, and which his after-life developed into excellence; and nothing in these early pictures is so remarkable as the gradual improvement of his style, and his early fondness for his favorite subject, the Madonna and Child.

Raphael visited the city of Florence when he was twenty-one. At that time he was a handsome youth,

slight in figure, five feet eight inches tall, with dark brown eyes and hair, perfect teeth, the most gracious manners and the kindest of hearts. Everywhere he made friends. He was received into the finest homes in the city, asked to paint pictures for their owners, and treated with the greatest consideration. Meanwhile he used every spare moment for study. To the end of his life he was always a great student, and amassed a rare fund of information because he dearly loved study and knowledge for their own sakes.

In Florence he saw representations of the work of Da Vinci and Michelangelo which filled his mind with new and bold ideas. In his twenty-fifth year when these men were at the height of their fame, and many years older than himself, he had already become celebrated from one end of Italy to the other. He was the most cultured painter of his time, absorbing every form of beauty and embodying it again in his immortal works. One of his best known pictures is the "Madonna of the Chair," which has probably been copied oftener than any other picture in the world. The "Madonna of the Goldfinch," the "Madonna Del Granduca," "La Belle Jardiniere" and the famous frescoes at Rome are among his important works. He died in 1520.

THE FELLOW WHO CAN WHISTLE

The fellow who can whistle when the world is going wrong

Is the fellow who will make the most of life;
No matter what may happen, you will find him brave
and strong—

He's the fellow who will conquer in the strife.

The fellow who can whistle when the whole world seems to frown

Is the kind of man to stand the battle's brunt;
He's got the proper mettle, and you cannot keep him
down,

For he's the sort that's needed at the front.

The fellow who can whistle is the fellow who can work,
With a note of cheer to vanquish plodding care;
His soul is filled with music; and no evil shadows lurk
In his active brain to foster grim despair.

The fellow who can whistle—he is built on nature's plan,
And he cheers his toiling fellow men along;
There is no room for pessimists, but give to us the man
Who can whistle when the world goes wrong.

—Lippincotts.

WILLIS N. BUGBEE

(Book rights reserved by author)

CHARACTERS

Santa Claus.

Mrs. Santa Claus.

Workers (any number of boys and girls).

COSTUMES

Santa Claus, usual costume.

Mrs. Santa Claus, dark dress of heavy material, trimmed with red.

Workers, boys, blouses and overalls of brown, mechanics' visored caps; girls, plain dresses of black or brown.

SCENE

A workroom. Toys of various kinds scattered about. Santa Claus sits near center of stage examining a large book. Workers are seated about the stage, apparently busy at work upon drums, trumpets, jumping-jacks, dolls, dolls' clothing, etc.

(Enter Mrs. Santa Claus)

Mrs. S. C.—Well, Santa, haven't you got thru work for today? It's long past closing time.

Santa—Yes, I know it is, but we shall have to work overtime from now until Christmas if we're to get all

the toys done that are needed. I've just been looking over the list and figuring it up and I find that there are 1,500 carts yet to make, as well as 1,200 drums, 1,400 sleds, 900 pairs of roller skates, and 2,500 dolls. Just think of it! And that doesn't begin to be all, either.

Mrs. S. C.—Really, I think you ought to skip a few of them, especially those who are rich enough to buy their own presents.

Santa—My! my! It would never do to skip any of them. There'd be trouble right away. But what bothers me is that some folks think I have nothing at all to do thru the year but loaf around. Now here's a letter I just got from a little girl down in Illinois. (Name any state). Just read it. (Hands letter to Mrs. S. C.).

Mrs. S. C.—(Reading).

"Dear Santa Claus: I'd like to know,
So write without delay,
The things you do, the whole year thru,
To pass the time away."

Santa—(Shaking with laughter).

Ho! ho! "The things I do, the whole year thru,
To pass the time away."

Mrs. S. C.—(reading).

"I've heard that all the summer long,
And thru the spring and fall,
You've naught to occupy your time—
No bus-i-ness at all."

Santa—Ho! ho! "No business at all."

Mrs. S. C.—(reading):

"So won't you write this very day,
And tell me if it's true,
That all the year 'cept Christmas time,
You've nothing else to do?"

Santa—Well, well; "Nothing else to do." What do you think of that, my busy workers. Let's hear from you. What do we busy ourselves with from Christmas to Christmas? (Santa takes small cart and is busy putting on wheels).

First Worker—

I make the drums, the noisy drums,
For little boys to beat,
When they are playing soldiermen,
And marching down the street.

Second Worker—

I make the trumpets big and small,
For little boys to blow,
The louder noise the youngsters make,
The more their lungs will grow.

Third Worker—

I make all kinds of jumping-jacks,
That cut up funny tricks,
And all the children have to do
Is just to squeeze two sticks.

Fourth Worker—

I make the dollies for the girls,
Of china, bisque, or wax;
With eyes that open wide, and shut,
And hair of golden flax.

Fifth Worker—

I make the dresses for the dolls,
Of silks and satins fine;
The tiny shoes—and stockings, too,
A monstrous task is mine.

Sixth Worker—

I make the frills and furbelows
For little girls to wear,
And all the pretty ribbon bows
To tie upon their hair.

Santa—Yes, we've got enough to keep us busy, all right. In fact there's so much to do I haven't even time to answer this dear child's letter. Suppose you do it for me, mother, and we'll keep working away. (Mrs. S. C. steps to small stand or desk at side of stage and writes while Santa and the workers all sing and work in medley). (Tune, "For That Is All They Know" in "Merry Melodies").

You'll find old Santa's workshop
Is a very busy place;

We work from early morn till night,
And keep a rapid pace,
A million kinds of toys we make,
The little folks to please,
To fill the countless stockings and
Adorn the Christmas trees.

Chorus—

A very busy place.
A very busy place
You'll find old Santa Claus' work shop is,
A very busy place.
(Santa and workers whistle, toot horns, beat drums,
etc., during interlude).

We make so many, many things,
We can't begin to tell;
The girls, of course, must have their dolls,
And roller skates as well.
The boys must have a drum or sled,
A top or rubber ball,—
At any rate, we do our best,
To please them one and all.

Chorus:

To please them, one and all,
To please them, one and all
We do our very, very best,
To please them, one and all.

Santa—Well, mother, have you got the letter done?

Mrs. S. C.—Yes, I've got it done, but I don't know whether it will suit or not.

Santa—Of course it'll suit, so long as you wrote it. Let's hear it:

Mrs. S. C.—(reading):

Dear little girl, or anyone
To whom it may apply,—
This answer to your inquiry
I hope will satisfy.

Old Santa Claus, in Santa-land,
Has more than he can do,
To make the toys for girls and boys,
Like those he brings to you.

A lot of helpers he employs,
Who make their fingers fly,
And everyone works overtime
The presents to supply.

So when you wake on Christmas morn,
To find your pretty toys,
Remember Santa's time is spent
To please you girls and boys.

Santa—That's tip-top! capital! I hope that will satisfy them so they won't ever ask again if I have anything to do the rest of the year. But we must keep at work if we expect to finish these million toys by Christmas time.

(All sing the last chorus of song with medley as before).

(Curtain.)

THE CHRISTMAS TREE

Hurrah! Hurrah! for the Christmas tree!
May it flourish for aye in its greenery;
When the winter comes with its whitening snow,
How proudly the Christmas tree doth grow.

It spreadeth its boughs so broad and so fair,
And jolly and gay are the fruits they bear;
Then hurrah! hurrah! for the Christmas tree;
Hurrah! Hurrah! for its mirth and glee.

When forests of oak have passed from the land,
The jolly Christmas tree shall stand.
There are wonderful plants far over the sea,
But what are they all to the Christmas tree?

Does the oak bear candles, the palm tree skates?
But sugar plums, trumpets, doll babies, slates,
Picture books, elephants, soldiers, cows—
All grow at once on the Christmas tree boughs

—Selected

Christmas.

MARIAN MITCHELL.

CHURCHILL-GRINDELL.

Strong accent.

Fair - y snow - flakes dauc - ing down the chim - ney wide,
Short, and fat, and jol - ly, with the odd - est nose,
Lively and with strong accent.

Danc - ing in the fire - place bright; Stock - ings of all sia - es now are
With a mer - ry twink - ling eye, Snow - y hair and frost - y beard, and

hang - ing side by side; San - ta Claus will come to night.
fuz - zy, wool - y clothes, List - en! he is sure - ly nigh.

Hear the jin - gle, jin - gle of the sleigh - bells; Hear them chime and ring, and

ring, Mak - ing all the earth seem full of glad - ness,
And our hearts with Christ - mas ring. Far a - way they tin - kle, tin - kle,
tin - kle, Now they jin - gle, jin - gle, near; Let's
give three cheers for Christ - mas! San - ta Claus will soon be here.

The Literature Class

CATHOLIC TEACHERS AND CATHOLIC LITERATURE.

By C. S. T.—(Penna.)

Catholic teachers should lay to heart a most valuable suggestion made by the "Casket," of Antigonish, N. S., concerning the development of the literary taste of their pupils. Promising that our young men and women, after receiving a Catholic education, know and care little about Catholic authors, our contemporary voices the suspicion that Catholic teachers have followed a short-sighted policy in trying to give their pupils a taste for nothing but the school classics of literature.

English literature is and will ever be Protestant, said Newman—"brutally Protestant," says Augustine Birrell. It seems to us that the Catholic teacher should not be content with showing his pupils the beauties of the great masters, while at the same time warning them against the errors which the works of those masters contain. He should introduce to their notice and urge them to read many other authors who, though they may not occupy a niche in the temple of fame, have written things of far more value to faith and morals than much that has been written by the great masters.

We find our college and convent graduates reading the popular novels and the cheap magazines. Their teachers never advised this, but since we see it is likely to be the case, why not tell them in the class room something of our Catholic popular novels and our Catholic periodicals of which we have now such an abundant variety? Only the other day an excellent woman was telling us of her anxiety about her daughters' reading, how she wished she knew what books to throw in their way, and so on. She knew all about the great masters, of course, for she was herself a graduate of a high-class convent school, but she felt that these were not the authors whom the occasion required, and she knew of no others suited to a Catholic family. The thought we have expressed in the foregoing paragraphs occurred to us then; her school days were over, indeed, but she was still in touch with her old teachers; could they not act as literary advisors in this case? But, then, they would need to know something of Catholic popular literature themselves, and the question arises, do they? Lives of the saints and devotional books they are, of course, familiar with, but have they at hand a list of good Catholic novels likely to interest young people? If they have no first-hand acquaintance with such books, they might have a second-hand acquaintance, derived from the reviewing pages of periodicals where reviewing is carefully done.

Whatever be the case and whatever be the remedy, the fact remains that Catholic families do not read enough Catholic literature. To have no friends but non-Catholics is dangerous for a Catholic, since it may lead him unconsciously to form opinions which are decidedly un-Catholic if not anti-Catholic. Few of us are so strong as not to be influenced by our companionship. And the companionship of books is often more influential than the companionship of persons, for its influence is more subtle and more likely to catch us off our guard. The religious indifferentism so prevalent at the present day not only creates a literature of indifferentism; it is largely created by such a literature. And if our young Catholic men and women do not get acquainted with any literature except this, if their only grip upon their faith is a gradually fading recollection of the catechism lessons of childhood, an occasional sermon listened to inattentively and an infrequent, perhaps lukewarm, reception of the sacraments, there is danger that their faith, if it does not die on inanition, will be too weak to be transmitted to another generation.

FATHER FINN'S LIST OF BOOKS.

As affording some suggestions along the line of inquiry put forth in the above communication, we subjoin the following by Rev. Francis J. Finn, S. J., the author of many popular stories for boys:

"If a Catholic complacently remarks that Catholic stories are poor affairs, just ask him whether he has read ten of the following books:"

"The Tents of Wickedness, by Miriam Cole Harris; By What Authority, by Father Benson; My New Curate, by Canon Sheehan; San Celestino, by John Ayscough; The Cardinal's Snuff Box, by Henry Harland; Great Possessions, by Mrs. Wilfred Ward; The Red-Handed Saint, by Katherine Parr; The Mystery of the Priest's Parlor, by Genevieve Reges; The Far Horizon, by Lucas Malet; My Friend Prospero, by Henry Harland; The Nun, by Renee Bazin; Back to the World, by M. Champol; Marcella Grace, by Rosa Mulholland; The Wild Birds of Kileevy, by Rosa Mulholland; Maroty (new and revised edition), by John Ayscough; Marzio's Crucifix, by F. Marion Crawford; The Lady Paramount, by Henry Harland; The Black Brotherhood, by Father Gerold; Knocknagow, by Charles J. Kickham; None Other Gods, by Father Benson; Through the Desert, by Sienkiewicz; Luke Delmage, the Blindness of Dr. Grey, by Canon Sheehan; Solitary Island, by John Talbott Smith; A Woman of Culture, by John Talbott Smith; Heirs in Exile, by Constance Le Plastrier; The Vocation of Edward Conway, by Maurice Francis Egan.

"Here are twenty-eight works of fiction, jotted down right off the bat, as the saying is. All of them, except two or three, are books written within the last decade or two. They belong to the twentieth century. It is my deliberate opinion that they will compare very favorably with the fiction output of the secular press.

"It is also my opinion that the Catholic man who sneers at Catholic fiction has not read ten of these. In other words, he is alive in the twentieth century, but thinking in the nineteenth. It is not Catholic fiction, but himself that fails to be up-to-date."

FLASHLIGHTS OF HISTORY.

ALL HISTORY B. C. IN A NUTSHELL.

By Sister M. Fides Shepperson, B. A., Pittsburg, Pa.

From Egypt, 6,000 B. C., even to the hour, history lies as a land of oppressive valleys deversified by peaks red with the blood of battles.

Egypt—Egyptian civilization came into mortal conflict with that of the Tigris-Euphrates valley; the latter won.

Assyria—Jealousy arose between Assyria, the upper part of the Tigris-Euphrates valley, and Babylonia, the lower. Nineveh fell—Babylon won.

Persia—Cyrus united the Medes and Persians and with combined forces attacked Babylon; mighty Babylon, proud London of the past, fell; Persia won.

Cyrus subdued Lydia, Egypt, Asia, and established the great Persian empire. Cyrus fell in battle against the Scythians under their war-like queen Tomyris. His trunkless head was immersed in a tub of blood at command of the desperate queen, whose heart fatally wounded by the tragic death of her son, sought alleviation in hellish revenge. "He ever thirsted for blood; well, let him have his fill," said Tomyris. So ended Cyrus the Great, conqueror of the Orient, founder of the Persian Empire.

Ionians revolted against Persia; Athens helped Ionians; they destroyed the temples of Sardis. Darius, the Persian monarch, compromised, but only that he might gain time for preparation of a force that should crush Ionians and her Greek allies. Herodotus tells us, an attendant was placed in the Persian court whose sole duty it was to say many times a day in the monarch's ears, "Sire, remember the Athenians. Sire, avenge the burning of Sardis."

Persian Invasion—The East grappled with the West. Long time ago since Greece was the West. Period of Persian invasion; the peaks rise out from the weary valleys—Marathon, Thermopolae, Artimislum, Salamis, Plataea, Mycale; Greece won.

Sparta Aids Athens—Narrow, jealous, military Sparta—indecisive, treacherous, yet strong, splendidly strong; however obtained, however long delayed, when at last Spartan swords were decisively devoted to a cause—that cause won. Many an unnamed Leonidas fought and died for Sparta.

Athens—Athens, city of the Acropolis crowned by the Parthenon; City of Euripides, Aeschylus, Sophocles, Aristophanes, Demosthenes, Socrates, Plato, Aristotle, Phidias and Pericles; city, too, of Alcibiades and all that this typically Athenian character stands for; city of fair gods and goddesses, of Eleusinian mysteries, Bhaccic orgies; city of the Great Plague.

War With Sparta—The mutual jealousies and animosities between Sparta and Athens smouldering since the close of the Persian wars at last broke out into open violence. The long, wasting, useless, Hellas-suicidal Peloponessian war began. Arginusae, Syracuse, Aegospotami mark the mournful, fratricidal eminences of this struggle: Sparta won.

Thebes sprang into a ten years' prominence under her one great man, Epaminondas. Epaminondas longed to do for Thebes what Pericles had done for Athens. But war broke out; Leuctra and Mantinea were Theban victories indeed, but the latter was too dearly bought. Thebes' one great man, Epaminondas, lay dead on the battlefield of Mantinea. Thebes had lost by winning.

Philip of Macedon grew powerful in the north. Distracted Greece fell an easy prey to superior army tactics and military equipment. The battle of Chaeronea marked the downfall of Hellas and the dominance of Philip of Macedon, father of Alexander the Great.

Alexander the Great—Greece, Scythia, Illyria, Thebes, Asia Minor, Egypt, Persia, Asia, the known world, bent, fell and at last lay prostrate under the iron dominance of Alexander the Great. Granicus, Issus, Arbela bloodily proclaimed him Lord of the world.

And then—this splendid madman, aged thirty-two, wept because there were no more kingdoms for him to conquer, and his burning life-forces, thwarted in further outward activities, turned in upon his own heart and killed him. At Babylon, city so old and wise and weary, died the world-victor of his own overmastering excesses. He could conquer the world, but not his own passions. "Who is strong? He who subdues his passions," says the Talmud. Then indeed was Alexander the Great not strong.

Are the world-estimates of greatness all wrong? Did some glimmer of this truth come to the dying conqueror when he lay impotent amid world-opulence, helplessly powerless in the grasp of pain and death? We know not.

When asked to whom he left his throne, Alexander's reply "To the strongest" seems enigmatic. Was it in irony that he said these words, knowing that regardless of his wishes the strongest would prevail, or was it in admiration of world-conquering strength, "the ruling passion strong in death?" Perhaps the latter—truly a man dies as he lives.

Alexander's death was followed by the dreary Wars of the Succession, which finally resulted in the establishment of the Seleucidae in Asia, the Ptolemies in Egypt, and the descendants of Philip in Macedonia.

Rome—From Rome a wilderness to Rome, Mistress of the World, leads by way of a five hundred years' struggle with the Temple of Janus closed only twice during that period. By conquest over the Gauls, by three Samnite

wars, by war with Magna Graecia aided by Pyrrhus, Rome won Italy.

By the three Punic wars, Rome won Sicily, Spain, Northern Africa and obtained control of the Western Mediterranean; by the three Macedonian wars, Rome won Macedonia, Greece, and obtained control of the Eastern Mediterranean; by the conquests of Sulla and Pompey in the east, Rome extended her Asiatic conquests as far as the Euphrates River; by the conquests of Julius Caesar in the northwest, Rome obtained Gaul, Germany and Great Britain; by the defeat of Anthony and Cleopatra in the battle of Actium, Octavius Caesar became sole and supreme ruler of the Roman Empire. Allia, Caudine Forks, Beneventum, Cannae, Metaurus, Xama, Cynoscephalae, Pydna, Corinth, Aquae Sextae, Magnesia, Pharsalus, Thapsus, Philippi, Actium—are the blood-red peaks diversifying the long, weary way from Rome, a wilderness, to Rome, mistress of the world.

Progress—Slow and bitter is the progress of the ages. Every stride forward seems to be set upon by ten thousand forces that would drag it back, negative it or at worst rivet it down so fast that centuries must pass away ere progress can make another forward stride.

No age is competent to pass judgment upon any other age; its light of knowledge and competency of judgment is for itself alone—too glaring for the past, too faint for hte future.

The long struggle to ward off barbarian aggression from the North made wars inevitable and war-preparedness a condition of existence. That ultimate good rather than evil came out of Alexander's fearful carnage of blood; that civilization was aided rather than retarded by the Western march of empire—the conquest of Greece over Persia, the successive conquest of Rome over Carthage and Greece; that throughout all this "mighty maze but not without a plan" there is perceptible the steady, indomitable and ceaseless advancement of the human race—seem to be the hope-notes ringing dominantly amid desolate valley lamentations, shrieks of the battle peaks, dirges of the past.

A New York teacher writes: "The \$1.00 we pay for The Catholic School Journal gives us the greatest value of any money expended by the School."

NOTE: All subscriptions not paid for the current school year will be subject to extra postage charge after this month, according to the new ruling of the Postoffice Department. Subscribers who have not yet attended to their accounts are urged to save themselves this extra charge by remitting this month. If you cannot do it conveniently today, make it a point to do it at the first opportunity, or place a memorandum on your calendar for attention during the Christmas recess.



Place Your Christmas Orders Early

IF the teachers or pupils of your school plan to make a Christmas or a feast day gift to the Rev. Pastor or Chaplain they cannot do better than present him with a good Cassock or Confessional Cloak.

For 46 years the "Blue Flag" Cassock and Confessional Cloak have been the standard of quality and value. Send TODAY for Style Book, samples, measurement blanks, etc. Do not wait until the Christmas rush.

An Excellent Moderate Priced Gift would be a "Blue Flag" Rabbi Shirt, price \$3.50 and upwards. Very popular with Clergy in all parts of the country. Send for a circular.



ZIMMERMANN BROS.
Clothing Company



384 East Water Street

MILWAUKEE, WIS.



teaching them to use their brains, than in any other branch of his work. It was a source of great gratification to him that a large percentage of these poor boys "made good" in the most emphatic manner after they embarked on the careers for which he had fitted them. This fact also worked to his advantage in a material way, for much of his later success in attracting large numbers of pupils was due to the enthusiastic co-operation of the men who had got their start through his good offices.

One of the first schools with which Brother Adjutor was associated in Chicago was St. Patrick's, at South Desplaines and West Monroe streets, of which he eventually became the head, before he founded the De La Salle Institute. He also was director of policy of the training school for boys at Feehanville, Ill., which is supported jointly by the state of Illinois and the archdiocese of Chicago. Near Libertyville, Ill., is De LaSalle Park, a summer school for boys, another of Brother Adjutor's schools.

Before taking the vows of his order Brother Adjutor was Patrick Goscelin. He was born in Ireland about sixty-five years ago and came to this country when very young. He was buried at Glencoe, Mo.

Educating to Purity.

"Educating to Purity," a timely work by two German Jesuits, has been translated into English and is

now offered to Pastors and school authorities by Frederick Pustet & Co., 52 Barclay St., New York. There is much agitation just now for some kind of instruction in the schools to counteract the distorted and evil ideas on sex matters that children—particularly those in the large cities—acquire on the streets. Fathers Gatterer and Krus treat the subject of educating to purity in a learned and practical manner. School authorities



Brother Adjutor

Mid-Winter Texts For Catholic High Schools

These two texts, selected from our full list of publications for commercial schools and departments, will be of especial interest to you at this time. Both are well-known and popular.

LYONS' COMMERCIAL LAW

If you have not started your class in commercial law you will soon. Why not plan to use this standard text? It is authoritative and satisfactory from the standpoint of the lawyer, the business man, and the teacher. It is a very practical work. In style it is brief and concise. It contains more law than the student can carry away with him than many texts of nearly twice its size. It avoids technical terms where possible, and students find it attractive and easy of assimilation.

We shall be pleased to have your further correspondence in regard to these books or any of our other commercial publications, of which we offer a full line.

Lyons & Carnahan

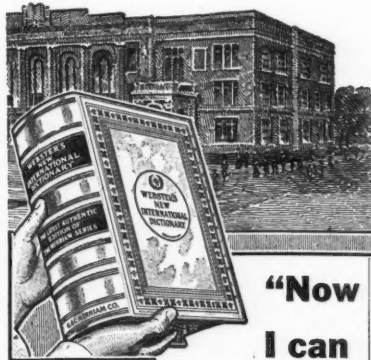
EDUCATIONAL PUBLISHERS

CHICAGO, 623 S. Wabash Ave.

NEW YORK, 1133 Broadway

BIRCH'S RAPID CALCULATION

Twenty minutes each day spent on these lessons will develop in your students an accuracy and facility in practical business computations that will surprise you. There are 124 lessons, one for each day for six months. Two out of every three lessons come to the student ready to be filled out. The third is a dictation lesson, material for which is supplied to the teacher alone. It is a very popular work, and a result-getter.



**"Now
I can**

Do Effective Work"
—equipped with

WEBSTER'S NEW INTERNATIONAL

Why not give your pupils a like opportunity to gain accurate, concise, up-to-date information from the highest source—the

MERRIAM WEBSTER?

Consider the advantages from using this new creation which answers with final authority all kinds of questions in language, history, geography, fiction, biography, trades, arts, and sciences. The New International is more than a dictionary in fact, it is an encyclopedia, equivalent in type matter to a 15-volume set.

400,000 Words Defined. 2700 Pages.
6000 Illustrations. Cost \$400,000.

The only dictionary with the **NEW DIVIDED PAGE**,—characterized as "A STROKE OF GENIUS." Effective work demands the Best equipment.

WRITE for Suggestions on the use of the Dictionary.—FREE. Mention this Journal and we will include a set of Pocket Maps.

G. & C. MERRIAM CO.,
SPRINGFIELD, MASS.

For nearly 70 years publishers of the **GENUINE WEBSTER.**

Why not at once make a requisition for the **NEW INTERNATIONAL**—The Merriam Webster?

ACADEMY OF OUR LADY.

Ninety-fifth and Throop Sts., Chicago, Ill.

Boarding School for Young Ladies, conducted by the School Sisters of Notre Dame. Combining advantages of city and country. Commercial and high school. Courses together with Conservatory of Music and Art Studio. The Rock Island Railroad and various street car lines afford access to the Academy. Address

SUPERIORESS, ACADEMY OF OUR LADY.

**CATHOLIC NORMAL SCHOOL
AND PIO NONO COLLEGE
ST. FRANCIS, WIS.**

The Normal Department offers a complete course in all branches necessary to fit its graduates for positions of teachers and organists.

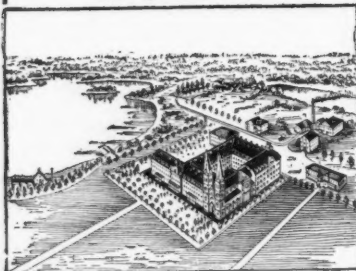
The Music Course is intended for students wishing to prepare themselves exclusively for the office of organist and choir-director.

The Commercial Course is complete in all its details, including instruction in Phonography and Typewriting.

For catalogue and further information address **THE RECTOR.**

St. John's University

Collegeville, Minn.



LARGEST and best-equipped Catholic boarding college in the Northwest. Conducted by Benedictine Fathers. Unrivalled location, 75 miles northwest of the Twin Cities. Splendid facilities for recreation and study. Terms: \$220 per annum. For catalog, etc., address

The Very Rev. RECTOR
**BEFORE DECIDING
WHERE TO ATTEND SCHOOL**

Send for Catalog of

VALPARAISO UNIVERSITY

(Accredited)

Valparaiso, Indiana

One of the Largest Universities and Training Schools in the United States

25 Departments **Excellent Equipments**

187 Instructors **School the Entire Year**

Students may enter at any time and select their studies from any, or from many of the following

DEPARTMENTS: Preparatory, Teachers', Kindergarten, Primary, Pedagogy, Manual Training, Scientific, Classical, Higher English, Civil Engineering, German, French, Spanish, Italian, Law, Pharmacy, Medical, Dental, Elocution and Oratory, Music, Fine Art, Commercial, Penmanship, Phonography and Typewriting, Review.

The Expenses are Made so Low that anyone can meet them. General Tuition \$18 per quarter of 12 weeks. Board and furnished room \$1.70 to 2.75 per week.

Catalog giving full particulars mailed free. Address,

H. B. Brown, President, or O. P. KINSRY, Vice-President.

CALENDAR: Summer Term will open May 30, 1911; Mid-Summer Term, June 27; Thirty-ninth Year, September 19, 1911.

and clergy writing to Fr. Pustet & Co. will receive a special discount on this book if they mention The Catholic School Journal.

The National Geographic Magazine is a periodical of special interest and value to teachers who desire to keep up with the latest information referring to countries and peoples regarding which little has been known in the past. Replete with excellent photo reproductions and very good descriptive articles, this magazine makes a valuable addition to the libraries of teachers and higher schools. Published by the National Geographic Society, Washington, D. C.

An Artistic "Ave Maria."

Mr. William F. Butler, favorably known to Catholics through his "Life of the Blessed Virgin Mary in Art," has now earned the further gratitude of the devout by the publication of his latest picture, the "Ave Maria."

Two companion subjects are placed side by side—the words of the Hail Mary; and Murillo's exquisite "Annunciation," the original of which hangs in the Art Gallery of The Prado Museum at Madrid. The beautifully designed lettering of the Hail Mary—the capitals enriched with lilies—is a triumph of artistic skill. The picture, lettering and design work are done in sepia—four impressions—on a sheet of choice, extra heavy artists' paper, 14x18 inches in size. Framed for the wall of homes and schools the "Ave Maria" makes a most attractive and appropriate picture. Archbishop Messmer has given his Imprimatur to Mr. Butler's work, and many prominent churchmen, including the Apostolic Delegate, Archbishops and Bishops, have warmly commended the picture. Full descriptive circular free on application to Mr. William Butler, Loan & Trust Bldg., Milwaukee, Wis.

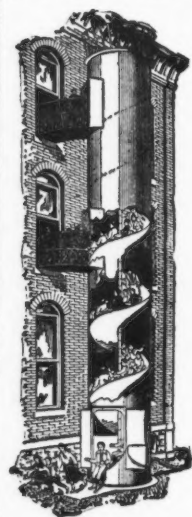
Report Without Foundation.

Catholic papers usually reprint without question news items relating to gifts to Catholic institutions. Now and then it transpires that there is no foundation to some items of this kind originating in the daily papers. Last month there appeared in most of the Catholic papers of the country items to the effect that Mother Drexel, foundress of the Sisterhood of the Blessed Sacrament, had built St. Cyprian's school for colored children at Columbus, Ohio, and would endow St. Ann's school, Cincinnati, out of her private fortune. Both of these items of "news" are now said to be without foundation in fact. While Mother Drexel has devoted her life and means to Catholic educational

work, exaggerated reports of this kind have a tendency to prove injurious to a work which needs benefactors sorely.

Harper's Magazine for November, beautifully illustrated as usual, is replete with interest from both educational and recreational standpoint. Articles such as "Your United States," by Arnold Bennett; "The Reservoir of Contagion," by Carl Snyder, and "Conflicts of Usage on the Pronoun," by Thomas Lounsbury, are themes cultural in their value.

If the teachers or pupils of your school plan to make a Christmas gift

**DOW'S SPIRAL SLIDE
FIRE ESCAPE**


Absolutely safe.

Pleases everybody.

Many hundreds in use from Boston to San Francisco.

Step escapes are antiquated and dangerous.

More people are killed and crippled annually on step escapes than are burned in the buildings.

Covered with 8 Patents

Dow Wire & Iron Works

Louisville,

Kentucky

SEND FOR CATALOGUES

WILLIAM R. JENKINS CO.

Publishers, Booksellers, Stationers, Printers
851-853 SIXTH AVE. (COR. 48TH ST.) NEW YORK

**FRENCH
AND OTHER
FOREIGN
BOOKS**

Publishers of the Bercy, Du-Croquet, Sauveur and other methods for teaching French and other languages.

READ OUR

ROMANS CHOISIS. 26 Titles. Paper 60 cts., cloth 85 cts., per volume.

CONTES CHOISIS. 24

Titles. Paper 25 cts., cloth 40 cts. per volume. Masterpieces, pure, by well-known authors. Read extensively by classes; notes in English. List on application.

THE COLLEGE OF ST. ELIZABETH

Convent Station
New Jersey

(One hour from New York City)

A CATHOLIC INSTITUTION FOR WOMEN

COLLEGE—Four years' course leading to the degree of B. A. and B. S. **SCHOOL OF PEDAGOGY**—Required for entrance, two years' of college work. **SCHOOL OF MUSIC**—A course leading to the degree of B. M.

ACADEMY—A High Course of four years. Full college preparatory grade. Grammar and Primary departments separate.

Registered by the University of the State of New York and New Jersey State Board of Education.

Apply for Year Book to the Secretary.

CLASS PINS AND BADGES
FACTORY TO YOU
For College, School, Society or Lodge

Descriptive catalog with attractive prices mailed free upon request. Either style of pins here illustrated with any three letters and figures, one or two colors of enamel. STERLING SILVER, 25¢ each; \$2.50 dozen; SILVER PLATE, 10¢ each; \$1.00 dozen. BASTIAN BROS. CO., 13 BASTIAN BLDG., ROCHESTER, N.Y.



Thanks God.
Varysburg, N. Y., June, 1911.

Although I was treated by four physicians my trouble became worse. I was no more able to do my housework. I was very weak and couldn't sleep. I felt so miserable sometimes that I expected to die soon, but after I took Pastor Koenig's Nerve Tonic I could sleep again, the weakness disappeared and I can tend to my household again. I therefore thank God for the Tonic, and recommend it everywhere.

Mrs. J. M. Calteau.
Even in Salem, New Mexico, E. Oguis was cured through Pastor Koenig's Nerve Tonic from nervousness caused by overwork.

Joe Suchy, R. 2, Box 34, Vining, Mo., writes that his mind and body were so weakened through over exertion that he had no more interest in anything and often suffered from a feeling of fear. But since he used Pastor Koenig's Nerve Tonic he feels quite well again and wouldn't like to be without the Tonic.

FREE A Valuable Book on Nervous Diseases and a Sample bottle to any address. Poor patients also get the medicine free.

Prepared by REV. FATHER KOENIG, of Fort Wayne, Ind., since 1876, and now by the
KOENIG MED. CO., Chicago, Ill.
62 W. Lake Street, near Dearborn
Sold by Druggists at \$1 per bottle, 6 for \$5.
Large Size, \$1.75; 6 Bottles for \$9.

Supplementary Arithmetic
Leaflets
(graded), used in Cleveland Public Schools.
Send 10 cents for sample, stating grade.
The Britton Printing Co., Cleveland, O.
Address School Dept.

CRAYONS

For all purposes. Our "Crest Light," "Artco Pastel," "Omega," and Nos. 18 and 218 are especially adapted for fine color work in schools.

Write for samples.

The Standard Crayon Mfg. Company,
DANVERS, MASS.

SHORTHAND TEACHERS

Barnes' Practical Course in Shorthand will show you how to simplify your work. Two systems—Benn Pitman and Graham. Send to-day for free paper-bound copy. Specify system, and give name of school.

The Arthur J. Barnes Pub. Co.
2201 Locust St. St. Louis, Mo.

to the Rev. Pastor or Chaplain, they cannot find a better or more practical gift than a good cassock or confessional cloak. Drop a postal to Zimmermann Bros., 384 E. Water St., Milwaukee, for circular and samples.

Home for Texas Orphans.

As a memorial to the six Sisters of Charity, including Mother Mary of the Cross, who perished in a fire that recently destroyed St. John's Orphanage, San Antonio, Texas, citizens of San Antonio, under the leadership of the Chamber of Commerce, have raised a fund of \$25,000 with which to erect a new orphanage. A site has been secured and the work is to be begun at once.

The former site of the orphanage was only a few blocks from the center of the city, the building having been erected many years ago when San Antonio was a mere village. The new site is in the suburbs, a beautiful 125-acre tract bordering on the San Antonio River, where the children may be instructed in the art of agriculture and the handling of tools. Due to the heroic work of the Sisters 85 of the 87 orphans were saved from the flames.

Pope Receives Students.

Every year, after the summer vacation is over, the Pope expresses the wish to receive the students of all the ecclesiastical colleges in Rome, one after another.

The other day was the turn of the American College, and with Bishop Kennedy, the rector, the students, at the appointed time marched up the Vatican staircase and through the court of San Damaso into the Consistory Hall, where the audience took place. The students almost filled the historic hall, a thing which was never known before in the case of a single college.

The Pope was pleasantly surprised when he learned that this year the students number 160, representing nearly all the dioceses of the United States. He admired their looks and smart appearance and congratulated Bishop Kennedy on having a fine set of young men, who promised great work in the Catholic Church in America.

Not only has the American College this year the greatest number of students in its history, but it surpasses in number all the other English-speaking colleges put together—the English, Irish, Scotch and Canadian.

Defended Catholic Schools.

During his long service in Congress, and especially as a member of the Committee on Indian Affairs, the late Vice-President Sherman was the ever ready defender of the rights of the Catholic Indians. After the contest in the House of Representatives over the tribal funds issue, the Marquette League passed a formal vote of thanks to him for the assistance he had rendered the Bureau of Catholic Indian Missions, in the effort to secure for the Indians the right to have their children educated in Catholic schools.



No. 701
Gold \$1.00
Silver .50

Medals and Badges

FOR
School College & Music

Class Pins and Pins for Engraving

Manufactured by

Artistic Medal & Badge Co.
82 Nassau St., N. Y.

Send for Catalogue

COSTUMES FOR SCHOOL PLAYS

We furnish costumes, wigs, etc., for all plays and operas. Guarantee satisfaction and make lowest rates for rental. Full line of stage make up.

The business of **L. Hagemann & Co., Chicago, Ill.**, has been taken over by

FRITZ SCHULTZ & Co.,

19 W. Lake St., Chicago, Ill.

INK MAKE YOUR OWN INK

McClung's Mineral Ink Powders

On request from any school we will send free samples and prices. Our powders make excellent inks, and are used by hundreds of Parochial Schools. Address

Mineral Tablet Ink Co., Pueblo, Colo.

"Justrite"
WRITING FLUID POWDER
his Powder makes a Writing Fluid equal to any sold in liquid form.

Writes a bright blue; turns a permanent black. Will not fade like the ordinary inks. It is the ideal ink for Banks, Offices, Business Colleges, etc., where he best grade of ink is required.

"JUSTRITE" BLACK INK POWDER makes a very good ink for ordinary letter writing or common school use. No FREEZING; NO BREAKAGE OR LEAKAGE; NO FREIGHT TO PAY.

"Justrite" Cold Water Paste Powder. This Powder makes a very good substitute for Libray Paste, costing only about one-fourth as much. Will not spoil; can be mixed as needed in cold water; no cooking necessary. Put up in sealed packages. Special inducements to School Boards and users of large quantities. Prepared by

George Manufacturing Co. (not incorporated)
2931 W. Harrison St., Chicago, Ill.

ENTERTAINMENTS

For Thanksgiving and Christmas can be intelligently selected from our Help-U catalogue. It contains a carefully selected list of the Best Plays, Cantatas, Drills, etc.

"The House That Helps"

will be glad to send it Free to you and any of your friends.

Eldridge Entertainment House

Franklin, Ohio.

The Catholic School Journal

Priest Installs "Movies."

Rev. A. E. Manning, pastor of St. Rose's Church, at Lima, Ohio, has installed a moving picture machine in his parish school. It is planned to show industrial and travel pictures in the schools, supplementing study along those lines. By this means it is hoped that the pupils will be able to grasp more readily instruction gained from books and lectures, and there can be no doubt that the innovation will prove a satisfactory one.

Good Work by Cardinal.

In his speech at the reception given him by the Catholic Union, the Cardinal Archbishop of Boston announced that he had turned over his own villa at Gloucester (the gift of a friend) to the Sisters "as a place of rest and recuperation when worn out by their labor in the schools," and also that he had purchased a beautiful estate at Plymouth "which is now being put in readiness for our good priests who from time to time so badly need rest and relaxation from the strain of constant anxiety and fatigue."

Tribute to Brothers.

James J. Hill, the railroad magnate, is quoted as having said, in a private conversation a short time ago: "To be a Christian Brother's boy is to my mind to be diligent, tractable and efficient. My offices are full of Brothers' boys, and I have left standing orders to engage as many of them as seek employment hereafter."

Catholic Girls' High School.

The handsome new Catholic girls' high school, Philadelphia, which was erected at a cost approximating \$150,000, and which is the first institution of its kind to be built in any diocese of the United States, was formally dedicated last week.

Motor Car Chapel.

Satisfied with the efficiency of a railroad car as a movable chapel, the Catholic Church Extension society, at the annual meeting of its executive board in Chicago last month, announced the construction of a motor car chapel. The automobile will begin carrying the gospel through the south next spring.

Boys' Industrial School at Scranton.

With a site virtually settled upon and \$50,000 guaranteed by philanthropic men and women of the diocese, a boys' industrial home, for many years the dream of the Bishop of Scranton, will probably be made a reality at Wilkesbarre, Pa., within the next few months.

Nuns Buy Fenway Site.

One of the largest transfers of land in the Fenway section of Boston which has taken place for years has been negotiated, the title passing to the Boston Academy of Notre Dame. The assessed value is \$179,300.

Academy Destroyed.

St. Joseph's Academy, Washington, Ga., one of that town's most pretentious buildings, was completely destroyed by fire last month. The young women students and the Sisters of St. Joseph in charge all made their escape.

University Faculty Quits.

Announcement is made at Fordham University, New York, of the resignation of Dean James J. Walsh of the medical school, with twelve or fifteen other professors and members of the faculty. The resignations are the result of a disagreement over policies of administration.

\$3,000,000 in New Buildings.

Eighty churches and schools are now in process of construction in various parts of the country, representing an outlay of over \$3,000,000.

Sister Takes Honors at Indian University.

Sister M. Vernardine, of the Sacred Heart School, Lahore, India, has recently passed with high honors the examination set by the Punjab University. She is the first European woman to pass the proficiency test in the Urdu language.

Books

WOULD you like to secure better results in your school?

Are your graduates giving satisfaction and adding to the honor of their school? If not, look for the cause. No school can stand still or go backward, and survive. There must be progress. Methods and Books should be modern.

Our Practical text-books are an important element in the success of thousands of schools. In these books the essential facts are clearly presented in such a manner that they are easily taught and easily learned, and the results are lasting.

There is a Practical text-book for every branch of commercial school work. Write for catalogue, sample pages, and prices. We pay the freight.

THE PRACTICAL TEXT BOOK COMPANY

1737 Euclid Avenue.

Cleveland, Ohio.

LITTLE PEOPLE EVERYWHERE

A New Series of Geographical Readers

A mine of information in story form. A series that enriches the dry text-book work and makes the geography hour a delight.

By Etta Blaisdell McDonald, author of the "Child Life Readers," and Julia Dalrymple. Illustrated with colored plates and full-page pictures. Each volume 60 cents; to teachers or schools, 45 cents, postpaid. The following volumes are ready:

Kathleen in Ireland
Betty in Canada
Manuel in Mexico
Gerda in Sweden
Marta in Holland
Donald in Scotland (1912)

Ume' San in Japan
Fritz in Germany
Rafael in Italy
Boris in Russia
Hassan in Egypt
Josefa in Spain (1912)

LITTLE, BROWN & COMPANY

34 Beacon St., BOSTON

623 So. Wabash Ave., CHICAGO



Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. HANDBOOK on Patents sent free. Oldest agency for securing patents. Patents taken through Munn & Co. receive special notice, without charge, in the

Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year; four months, \$1. Sold by all newsdealers. MUNN & Co., 361 Broadway, New York. Branch Office, 625 F St. Washington, D. C.



DRAPER'S "SANITARY" ROLLER WINDOW SHADE.

Not an adjuster, but a complete adjustable shade. Made from COTTON DUCK, has no "filling," will not check or crack. This shade may be rolled up from the bottom at the same time that it is lowered from the top. We have eliminated the slow and uncertain process of looping, folding or hooking. This shade will expose all the window without dropping below the window sill. Our rollers are unique, in that they will not run away, because they are provided with a positive stop or locking device that automatically catches the roller by means of a GRAVITY hook the moment the operator releases his hold upon the bottom pull. The shade hangs from an automatic pulley that can be quickly attached to the window cap by the insertion of two screws which complete its hanging.

LUTHER O. DRAPER SHADE CO., SPICELAND, IND.

RELATING ARITHMETIC TO LIFE.

A correspondent for one of the Chicago dailies makes an argument for the necessity of relating arithmetic to life work in his comment upon an experiment in New York City.

"A striking illustration of what may be done in the way of putting new life into school studies is found in the arithmetic work that has been developed at the Manhattan trade school in New York city. Many of the girls came to the school after having completed the arithmetic course of the New York city public schools, but they were found to be exceedingly deficient in even the fundamental processes and in fractions. They could not apply the principles of the public school arithmetic to the simplest problems of measurement and cost. Consequently a new arithmetic had to be written for the student in that school and sufficient practical drill given to enable pupils to be sure of their results. Arithmetic then became a new, an interesting, a vital study.

"In some of the continuation schools of Germany arithmetic is made vocational through the preparation of a different group of problems for the apprentices of each trade. Frequently also the arithmetic is taught by a man who is an expert in the trade. For example, in Charlottenburg a class of baker's apprentices is taught arithmetic by a master baker. They are drilled in just the problems that a baker has to meet in his business. Each of the other groups of apprentices is treated in a similar way. In Leipzig an American visitor looked over the arithmetic books of the lithographers' apprentices. In these were found every kind of problem a lithographer would be expected to meet in a lifetime, and every commercial banking or legal form he would need to make out, from a simple bill to a legal contract with an employer or an insurance company. The pupils were not only taught the important facts about these forms, but they were required to fill them out and keep them in their book, which after the course had been completed became a cyclopedia of useful knowledge for ready reference. In such continuation schools arithmetic has true vocational value."

HAVE YOU SEEN

Marshall's Business Speller?

It is a book of thorough word-study—not mere memory spelling.

The student learns the meaning of prefixes, suffixes and the meaning of 100 selected roots which govern the meaning and spelling of as many important groups of words.

The method of this book is based on the idea that there are **four things** to know about a word:

1. How to pronounce it.
2. How to spell it.
3. What it means.
4. How to use it.

Marshall's Business Speller also contains some 6000 business and technical words and terms arranged alphabetically into **Thirty Business Vocabularies**. This is a most valuable feature for all who are to seek business employment.

This new-idea word book is delighting teachers everywhere. Sample copy to teachers at one-half list price.

Address

Goodyear - Marshall Publishing Company
Cedar Rapids, Iowa

ISAAC PITMAN'S SHORTHAND

Used in the New York High Schools and in the Extension Teaching at Columbia University and the College of City of New York.

Taught in the Following and Hundreds of other Leading Catholic Institutions

Manhattan College, New York.
St. Paul the Apostle School, New York
St. Ann's Academy, New York
De La Salle Institute, New York
Grace Institute, New York
St. Dominic's Academy, New York
Young Men's Catholic Assoc., Boston
University of Notre Dame, Notre Dame, Ind.
St. Leonard's Academy, Brooklyn, N. Y.
St. John's Academy, Brooklyn, N. Y.
The Convent of Mercy, Brooklyn, N. Y.
St. Thomas' Aquinas Academy, Brooklyn, N. Y.
St. Nicholas' School, Brooklyn, N. Y.
St. Aloysius' School, Brooklyn, N. Y.
Holy Trinity High School, Chicago, Ill.
St. Philip's High School, Chicago, Ill.
St. Ann's Commercial School, Fall River, Mass.
La Salle Academy, Providence, R. I.
St. Joseph's College, Cincinnati, Ohio
Holy Cross College, New Orleans, La.
Cristobal College, C. Z., Panama
De La Salle Academy, Vedado, Cuba
St. Catherine's Academy, Belize, B. H., C. A.

Send for "Why the Isaac Pitman System is the Best" and for particulars of a Free Mail Course for Teachers.

ISAAC PITMAN & SONS
2 West 45th Street . . . NEW YORK

Publishers of "Course of Isaac Pitman Shorthand", \$1.50 and "Practical Course in Touch Typewriting." Adopted by the New York High Schools, and Columbia University.

OPERETTAS and CANTATAS for SCHOOL ENTERTAINMENTS

THE FEAST OF THE LITTLE LANTERNS

A Chinese Operetta for Ladies, by Paul Bliss

Oriental costumes; inexpensive stage-setting; no orchestra necessary (piano, Chinese gong and tom-tom); pretty and easy choruses, easy to direct with any number in chorus; four principals; solos within range of amateurs; may be given in daytime, out-of-doors. Time of performance, about an hour and a half.

These principal features should interest you enough to warrant a closer examination of this form of entertainment. The plot is interesting, and the costumes easy to obtain or make. The cost of producing is practically nothing, while there is ample opportunity to elaborate. While appealing to adults, it has been given with great success by High Schools. Price 75c.

THE LAND OF SOMETIME

An Operetta for children, by Grace S. Swenson

The Operetta is intended to provide a background which will make a program of gymnastic exercises entertaining—otherwise uninteresting because of incoherence. Any drills may be inserted and those which seem superfluous, omitted. Stage directions, description of costumes, all dialogues, together with words and music of all songs, included in each book. Price 60c.

JESUS AND THE WOMEN

A Cantata for any season of the year, but dealing particularly with the scene of the crucifixion. A Cantata for Women's Voices. Not difficult—much of it in unison—almost no solo work, and treating an old theme in a new manner. It may be done by a quartette or chorus of women. Price 50c.

PRINCE CHARMING

Or the Capture of the Queen of Hearts. A Comic Operetta in One Act, by Joseph Surdo.

A story connecting things of the present day with fairy stories and legends of old. A fascinating story for young people, and a source of real entertainment for adults. Price 75c.

THE CROWNING OF THE GYPSY QUEEN

A Comic Operetta in Three Acts, with a Prologue. An Operetta for young people, replete with bright, catchy melodies, and possessing a well-sustained plot. Price \$1.00.

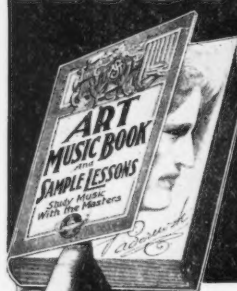
OUR CATALOGUE CONTAINS MANY HELPS TO THE TEACHER AND STUDENT. **COMPLETE CATALOGUES ON APPLICATION**

WILLIS MUSIC CO.

CHICAGO, ILL.

4th and Elm Streets, CINCINNATI, OHIO.

THIS FREE MUSIC BOOK



Shows How Easy
it is to take
MUSIC LESSONS
At Home

Under Famous Teachers

If you love music or have the slightest desire to play or teach any instrument or to sing, write us today and receive absolutely free, our new 80-page, beautifully illustrated Art Music Book. It is one of the most interesting volumes on music and musicians that you ever opened, and shows how easy and inexpensive it is to secure a complete conservatory course in any branch of music, no matter where you live, what your age, sex or occupation. Nor does it matter whether you are a beginner, advanced student, or a teacher seeking a teacher's certificate or a degree in music. Our world famous teachers, by their wonderful University Extension Lessons, will take you as far as you wish to go, with precisely the same success as though they came to you each week.

Our Artist Faculty

is composed of teachers of international reputation, trained by the best American and European masters—each a specialist with years of successful teaching experience in his particular branch of music. No matter how far you wish to carry your musical study, you will have the satisfaction of knowing that you are receiving the best instruction obtainable anywhere. We teach:

Piano (Students' or Teachers' Courses) by William H. Sherwood, eminent concert player and teacher, pupil of Liszt, Kullak and Deppe.
Voice Culture (with the aid of the Edison Phonograph) by Geo. Crampton, graduate of the Royal College of Music, London, England.
Harmony, Counterpoint and Composition, by Adolph Rosenbecker, pupil of Richter; and Daniel Protheroe, eminent composer and director.
Pipe Organ, by Clarence Eddy.
Banjo, by Frederic J. Bacon.

Cornet (Amateur and Professional Courses) by A. F. Weldon, the world's greatest Cornet Teacher.
Violin, by Dr. Arthur Heft, noted European soloist and teacher.
History of Music, by Glenn Dillard Gunn.
Public School Music, by Frances E. Clark.
Choral Conducting, by Daniel Protheroe.
Organ, by Frank W. Van Dusen.
Mandolin, by Samuel Siegel.
Guitar, by Wm. Foden.

Highest Endorsements

This valuable book contains a musical dictionary, photographs and biographies and letters of endorsement from the great Paderewski, and such other famous authorities as Leschetizky, Emil Sauer, Moszkowski, Alexandre Guilmant, Walter Damrosch, John Phillip Sousa, Rev. Dr. Frank W. Gunsauls, Rev. Francis C. Kelly, The Extension Magazine, Lyon & Healy, and many others, including students and teachers who are taking our lessons. Also **Free Sample Lessons**

and a photograph of our valuable diploma, a copy of our Binding Guarantee of Satisfaction, etc. Our successful students and graduates are everywhere and the ease and thoroughness with which they master our weekly lessons is proof positive of their great value.

Every difficulty is made so clear that our students obtain quick and certain results, at less cost than by any other method of study. **Sisters Teaching Music** in the Catholic Schools have found our lessons of the greatest value in acquiring the most modern and up-to-date methods of teaching music to children, etc. Several hundred Sisters are already studying with us and all speak, in terms of the highest praise, of the great benefits derived. On request we will send their names to Sisters only. You can take these lessons in the quiet retirement of your own studio or home as rapidly or slowly as you choose.

Easy Payment Plan The low cost of a term of lessons may be met by small monthly payments, which you will not notice. Seeing is believing and we want all musically inclined people who are seriously interested in music to see for themselves just how thorough, simple and practical these weekly lessons under master teachers are. Send for this free book today, before the present edition is gone. Fill in the information on the Coupon, tear off and mail to us today. Your only expense or obligation will be the postage stamp. A few Partial Scholarships available to early applicants.

Siegel-Myers Correspondence School of Music
485 Monon Block, Chicago, Ill.

Register: SIEGEL-MYERS CORRESPONDENCE SCHOOL OF MUSIC, 485 Monon Block, Chicago, Ill.
Please send me your beautiful 80-page Art Music Book free of charge, and also full particulars regarding your music lessons.

Name..... Age.....

Street and No.....

Town..... State.....

Do you play?.....Sing?.....Teach?.....

Do you wish to prepare to teach?.....Have you ever studied Harmony?.....

What previous musical instruction have you had?.....

Which of the above courses are you most interested in?.....

TEACHERS' WAGES LONG AGO.

The scale of teachers' wages prevalent fifty-eight years ago, in Vermont, as shown by a communication to the Morrisville Messenger, is interesting as compared with the present pay, which is admittedly too low. Eleven dollars to a female teacher for a whole term and \$18 to a male teacher for the same period is something nonunderstandable now. Those teachers taught at "three R's" and kept order, their ability in the latter respect being the chief consideration when they were engaged. All for 25 cents a day and board in the case of a man, and about 15 cents a day and board in the case of a woman.

THE BALKAN WAR.

The causes and peculiar circumstances of the present Balkan conflict—or the "War of Five Nations"—are interestingly set forth by a writer in the Outlook.

"It is a mistake to suppose that this is altogether a war of territorial aggrandizement planned by the unruly and restless Balkan governments to gratify their peoples' ambitions. It is a war for the emancipation of the Christian population of European Turkey. The greater part of the six million inhabitants of Macedonia are of Servian, Bulgarian, and Greek stock. The Turks are the military and agricultural overlords. And during the five centuries the miserable population of that peninsula has been exploited for the support of the Ottoman regime. During the thirty-two cruel years of Abdul Hamid's tyranny that Christian population suffered unspeakable indignities. They were taxed twenty-five per cent of their produce; they were compelled to give up their daughters for the Turkish harems; they were repressed from any attempts at education; they were forbidden to read any books or papers; they were imprisoned in the vilest dungeons; they were fleeced and harried and crushed, until the wonder is that they have survived.

"Contrasted with the bitterness of this oppression, the

Wright's Civil Government of the United States and

Wright's Constitution of Wisconsin

COMBINED IN ONE BOOK.

Is the best work on civil government for Wisconsin schools and is generally used in them.

Remember that the Constitution of the United States and the Constitution of Wisconsin are required by law to be taught in all public schools in the state. This law is not complied with by a book on civil government which does not explain the Constitution of both the State and the United States fully. Wright's book does this.

Send for complete list of School Books, with prices, published by the

Midland Publishing Co.,

21 East Wilson St., Madison, Wis.

SANITARY
STEEL
SCHOOL
FURNITURE



SANITARY
STEEL
SCHOOL
FURNITURE

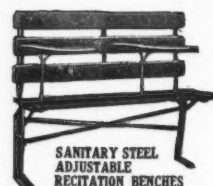
Adjustable
Individual
Comfortable
Indestructible

Write for
Catalogue.

COLUMBIA
SCHOOL
SUPPLY
COMPANY
INDIANAPOLIS



Sanitary Steel
Teacher's Desk
at lower cost
than all wood.



SANITARY STEEL
ADJUSTABLE
RECITATION BENCHES
for less than the old style.



You cannot beat
it. It will hold any
weight.

commercial prosperity and good order of free Bulgaria, directly across the border, was too much to be borne. Especially the recent outrages upon certain Bulgarian villages aroused intense feeling on both sides of the Balkan range. The conflict could no longer be averted.



Map Showing the Balkan War Territory

"For a time the Young Turk revolution had filled all with a momentary enthusiasm, and racial hatreds subsided. It seemed as though even religious freedom might be granted. But the Young Turk regime proved to be a military oligarchy bent upon governing Turkey for the Turks. It is true they achieved certain great results. Liberty of travel, the freedom of the press, and certain military reforms were established and guaranteed by the new constitutional government. But back of the Cabinet and House of Deputies there was the 'invisible government' (to use Senator Beveridge's phrase) sitting in secret in Salonica and dictating absolute orders at its own caprice. During the disastrous war with Italy the Committee of Union and Progress lost prestige and finally broke down. This was the opportune moment for a coalition of the Balkan states. And they were not asleep. But the remarkable thing is that those states have reached a working agreement. Only a supreme common purpose, 'to drive the Turks, bag and baggage, out of Europe,' can account for the alliance which has been made.

"I have said that the master motive in this war is the emancipation of the Christian peoples of European Turkey. This makes it virtually a religious war. And it is so regarded not only by the Turks, but by the Montenegrins and their allies. The flags of six Bulgarian regiments were blessed by the bishops of the national Church in the presence of a vast gathering. Before making his entry into Berana the Montenegrin general held a solemn religious service in celebration of the victory. A special service was held in the cathedral of Sofia, at which the Archbishop invoked God's blessing on the Holy War. Similar services have been held in the churches throughout the country. Meanwhile the Sultan has gone to the Top Kapou Palace to pray, over the relics of the Prophet treasured there, for the success of the Ottoman arms. The Mussulman Bulgars have crossed the frontier and are sacking the Christian villages of Bulgaria, slaying as they go. The ties of a common ancestry and a common language are not sufficient to restrain the impulse of Mohammedan hatred. A still clearer piece of evidence is the part which the Albanians are taking in the war. The Albanians are naturally the political enemies of the Turks. Their insurrection has but recently been suppressed. They were grievously harassed by the Hamidian regime, and still more by the rigorous policy of the Young Turks. Their own language was denied them in their schools, and they were not permitted to elect any officials of their own race. Politically they had every reason to turn against the Turks. But they have rushed to the front, waving the green standards of Mohammed, and falling upon the Montenegrins with terrific effect. They are fighting in the faith of Allah, and their Mullahs chant the Koran as the regiments march to battle."

GREGG SHORTHAND COURSE

—free to Teachers

EVERY year we lose many opportunities to introduce Gregg Shorthand into high schools and private schools simply because teachers with the necessary qualifications cannot be had. Positions in such schools offer not only excellent salaries at the start, but unusual opportunities for promotion.

Gregg Shorthand is a *winning* issue; it is the *dominant* shorthand in America today. Its growth is unparalleled in the history of the shorthand art. And it has reached its wide popularity in the face of the keenest kind of competition of the old-time systems simply because of its extraordinary merit.

It is a certainty that we shall next year have our same old problem to face—*supplying the demand for teachers* of Gregg Shorthand. If you expect to continue in teaching—or are contemplating engaging in that work—there is a big opportunity in this field. By beginning the study now you can prepare yourself for teaching Gregg Shorthand next year. Our correspondence course is yours for the asking.

Write us for full particulars about it today—and let us send you the first lesson.

The Gregg Publishing Co.

New York

Chicago

San Francisco

JUST OFF THE PRESS!

EDUCATING TO PURITY

THOUGHTS ON SEXUAL TEACHING AND EDUCATION PROPOSED TO
CLERGYMEN, PARENTS AND OTHER EDUCATORS

BY

DR. MICHAEL GATTERER, S. J.

AND

DR. FRANCIS KRUS, S. J.

Authorized translation from the third German edition. Adapted and supplemented with an
extensive appendix

BY

REV. C. VAN DER DONCKT

With Ecclesiastical Approbation. 8°, 318 pages, attractively bound
in cloth, postpaid, net, \$1.35

Parties mentioning that they saw this Ad in "The Catholic School Journal" will receive the
book, postpaid, for \$1.25

Frederick Pustet & Co.

436 Main Street
CINCINNATI

52 Barclay Street
NEW YORK

School Dictionaries

The Worcester Series Consists of

Worcester's New Primary Dictionary
Worcester's New School Dictionary
Worcester's New Comprehensive Dictionary
Worcester's New Academic Dictionary

Worcester's Dictionaries are comprehensive, up to date, and, in all respects, are better adapted to school use than are any other small dictionaries. They fully meet the requirements of all grades of schools. Mechanically they are superior to all others, and the prices at which they are sold bring them within the reach of every child.

Prominent Characteristics of Worcester's Small Dictionaries

1. Each book of the series contains a larger list of words than can be found in any other book of the same grade.
2. The definitions are models of clearness, conciseness, and accuracy.
3. The correct pronunciation of every word is clearly indicated. Except where absolutely necessary words are not respelled to indicate the pronunciation, and pupils are not, therefore, compelled to get the pronunciation from incorrect forms of words, which are more than likely to lead to incorrect spelling.
4. The Comprehensive and the Academic Dictionaries treat synonymous words in a practical manner. The Academic gives the etymologies according to the latest and most reliable authority.
5. Each book of the series contains valuable supplementary matter, which alone is worth the price of the book.
6. The books are neatly and durably bound—leather back and cloth sides.

Special rates in effect until February, 1913.

J. P. LIPPINCOTT CO. Publishers
Philadelphia

Braden Number-Reader

BY JENNESS M. BRADEN

For the First Grade and All Ungraded Schools

An Altogether New and Strictly Practical Method of
Training Pupils to Develop the Number
Sense

WITH our advancement in Child Study, it is high time there were a surcease, maintains the author, of spending twenty minutes a day training children to juggle with figures which count for so little in mental growth.

Back to the beginning of the subject, says she, must we go, and deal out to our little folks the very beginning portion of it.

Let us apply the beginners in numbers always to the tools and the material in the home and the kindergarten, and have them learn by doing.

The child must see and hear and handle a thing before he has made it his own. Then he needs to tell it again and again before his tongue is fully loosened and his fingers nimble.

The Number Reader method is set forth page by page by illustrations in endless variety, by seat work, detailed step by step, which the simplest child mind can understand and execute, while foot notes for the teachers direct the management of the work, and the common sense of the method finds its justification in the deep interest and rapid progress of the pupils whenever working from the concrete to the abstract figure combinations.

Abundant pages are devoted to the processes of addition.

Stick laying, picture devices, number stories, measuring and so forth, furnish a constant round of activities for hand and eye, for mental grasp and oral expression.

Subtraction follows till the child delights in mastering it in the concrete and abstract, with some allied fractional conceptions, following in general the lines of method in development adopted in addition.

The paper, print, illustrations and binding, signal a marked success in the bookmaker's art.

Illustrated. 144 pp. Cloth - - \$.35

EDUCATIONAL PUBLISHING CO.
2457 Prairie Avenue : : : Chicago, Illinois